

6889 El Fuerte Street  
Carlsbad, CA 92009-5923  
(760) 290-2121  
FAX (760) 290-2120

CDS Code  
37737916105993

Grades K-5

## LA COSTA MEADOWS ELEMENTARY SCHOOL

### School Accountability Report Card

Reported Using Data from the 2017-18 School Year  
Published During 2018-19

Adam D. Klimas, Principal

[adam.klimas@smusd.org](mailto:adam.klimas@smusd.org)



**San Marcos Unified  
School District**  
255 Pico Avenue, Suite 250  
San Marcos, CA 92069  
(760) 752-1299  
[www.smusd.org](http://www.smusd.org)

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Victor Graham  
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Vacancy

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Dr. Carmen Garcia  
Superintendent  
[carmen.garcia@smusd.org](mailto:carmen.garcia@smusd.org)

Gina Bishop  
Assistant Superintendent  
Instructional Services

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Assistant Superintendent  
Human Resources

Mark Schiel  
Assistant Superintendent  
Business Services

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#### About This School

##### School's Vision Statement

La Costa Meadows is a collaborative community working together to provide a safe and positive, academically enriched learning environment so that all students are actively engaged in the process of becoming life-long learners.

At La Costa Meadows...

- Students demonstrate respect and responsibility while putting forth their best effort toward their educational learning experience.
- Teachers and staff set and implement standards-based learning goals and monitor results in order to differentiate instruction to meet the individual needs of learners.
- Parents partner with the school to enhance their child's academic growth and strength of character.

##### Principal's Message

La Costa Meadows Elementary School is a place where we share three core values; *Celebrating Success, Challenging the Whole Child, & Building Community*. Our school has a strong reputation as an outstanding educational institution. The faculty and community rally around the San Marcos Unified School District's priorities; *engaging students... inspiring futures*.

We continuously evaluate our actions and activities in relation to school and district priorities, our mission, and our school goals. Parents and school staff build our students' empowerment by requiring that our children always work to their potential at school, home, and in the community. By working cooperatively, we ensure students receive and take advantage of the highest quality instruction. Our students have consistently performed well, and we are proud of our accomplishments. The positive and caring environment created by staff and parents is the foundation for students to achieve their full potential at La Costa Meadows Elementary School.

##### Major Achievements

- During the 2017-2018 school year La Costa Meadows improved attendance rates by over 1,000 total absences.
- La Costa Meadows Elementary has been designated a California Distinguished School.
- District reading assessment data showed 88% of 2017/2018 fifth graders left La Costa Meadow reading at or above their grade level expectations.
- Out of 43 students classified as ELL, 8 were reclassified as English proficient during the 2017-2018 school year.

##### Focus for Improvement

- Ensure educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness as measured in part by district reading benchmark assessments, performance tasks and post-tests in the areas of reading and mathematics, and writing assessments aligned to the Common Core State Standards.
- Provide students with integrated and coordinated programs based on student needs that are educationally sound and delivered with the best educational practices.
- Ensure all students have equitable access and opportunity to participate in and benefit from high quality curricular and extra-curricular activities in order to meet standards.
- Ensure all students have access to qualified teachers, administrators, and other staff members where all educators have access to high-quality professional growth opportunities.

## SCHOOL ACCOUNTABILITY REPORT CARD

- Ensure parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training, volunteer activities, and the creation of partnerships.

### Student Enrollment by Grade Level (2017-18)

This table displays the number of students by grade level that were enrolled at the school on the previous year Fall Census Day (first Wednesday in October). The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

| Grade Level      | Enrollment |
|------------------|------------|
| Kindergarten     | 134        |
| Grade 1          | 163        |
| Grade 2          | 135        |
| Grade 3          | 145        |
| Grade 4          | 152        |
| Grade 5          | 147        |
| Total Enrollment | 876        |

### Student Enrollment by Subgroup (2017-18)

This table includes the percentage of students enrolled at the school on the previous year Fall Census Day (first Wednesday in October) by racial/ethnic student group, and the percentage of students at the school who are identified as socioeconomically disadvantaged (SED), English Learners (ELs), students with disabilities, and foster youth. The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 10.0%                       |
| American Indian or Alaska Native    | 0.0%                        |
| Asian                               | 4.0%                        |
| Filipino                            | 0.6%                        |
| Hispanic or Latino                  | 17.5%                       |
| Native Hawaiian or Pacific Islander | 0.6%                        |
| White                               | 76.4%                       |
| Two or More Races                   | 0.0%                        |
| Student Group                       | Percent of Total Enrollment |
| Socioeconomically Disadvantaged     | 15.1%                       |
| English Learners                    | 5.8%                        |
| Students with Disabilities          | 9.9%                        |
| Foster Youth                        | 0.5%                        |

### Conditions of Learning

#### Teacher Credentials

Here we report the number of teachers assigned to the school and the district with a full credential, without a full credential, and those teaching outside their subject area of competence.

| Teachers                                    | School  |         |         | District |
|---|---------|---------|---------|----------|
|   | 2016-17 | 2017/18 | 2018-19 | 2018-19  |
| With Full Credential                        | 40      | 40      | 40.6    | 929.1    |
| Without Full Credential                     | 0       | 0       | 0       | 0        |
| Teaching Outside Subject Area of Competence | 0       | 0       | 0       |          |

#### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course during the first 20 days of the school year or semester).

|                                  | 2016-17 | 2017/18 | 2018-19 |
|----------------------------------|---------|---------|---------|
| Misassignments of Teachers of EL | 0       | 0       | 0       |
| *Total Teacher Misassignments    | 0       | 0       | 0       |
| Vacant Teacher Positions         | 1       | 0       | 0       |

**Note:** "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners (EL).

#### Teacher Assignment

In addition to teaching their classes, our teachers serve on committees both in school and at the district level. Examples include, a coordinator for the Gifted and Talented Education (GATE) program, grade level representatives who serve on our leadership team and the district's curriculum council, grade level representatives on our Technology Innovations Team, one district level math leadership representative, one teacher who monitors our Safety Patrol program, three who monitor Student Council, three who serve on our School Site Council, and several others who are members of site committees that meet a few times each year.

La Costa Meadows Teachers also participate in district level leadership teams in the areas of English Language Arts, and Mathematics. Six teachers participate in our district's ELA leadership team where they receive professional development, and provide information their grade level teams. 4 teachers are members of our district's math leadership team and regularly lead mathematics professional development at our site.

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### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2018-19)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. The adoption of the resolution regarding sufficiency of instructional and supplemental instructional materials for fiscal year 2018-19 pursuant to Education Code Sections 60119, 60422(b) and 60451 was done on October 4, 2018.

| Core Curriculum Area                        | Textbooks and Instructional Materials       | Year of Adoption | From the Most Recent Adoption (Yes or No) | Percent of Students Lacking Their Own Assigned Copy |
|---|---|------------------|---|---|
| <b>Reading/Language Arts</b>                | K-5 Benchmark Advance Step Up to Literacy   | 2016             | Yes                                       | 0%  |
| <b>Mathematics</b>                          | K-2 Houghton Mifflin Math Expressions       | 2008             | Yes                                       | 0%  |
|   | 3-5 Curriculum Associates Ready Mathematics | 2015             | Yes                                       | 0%  |
| <b>Science</b>                              | Scott Foresman Science                      | 2009             | Yes                                       | 0%  |
| <b>History-Social Science</b>               | Harcourt California Reflections             | 2007             | Yes                                       | 0%  |
| <b>Supplemental Instructional Materials</b> | See Below                                   | 2013-14          | —   | —   |

### Curriculum and Instructional Materials

**Reading and Writing:** Students receive a standards-based curriculum designed to “help build creativity and innovation, critical thinking and problem solving, collaboration, and communication fulfilling California’s vision that all students graduate from our public-school system as lifelong learners and have the skills and knowledge necessary to be ready to assume their position in our global economy.” ELA CCSS

Students use a variety of instructional materials in ELA to meet these instructional goals.

#### ELA Supplemental Instructional Materials

- K-5 Nancy Fetzter Writing manual, Fetzter publisher
- K-5 Benchmark Universe, digital library, Benchmark
- Enterprise STAR Assessment – Lexile assessment, Renaissance Learning, and Lexia personalized digital program
- Achieve 3000

**Math:** Students receive standards-based curriculum designed to provide instruction that focuses on “concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom.” Math CCSS

Students use a variety of instructional materials in math to meet these instructional goals.

#### Mathematics Supplemental Instructional Materials

- K-5 Math Investigations Kit, 2012 Pearson
- K-5 Math Manipulatives, Nasco, Lakeshore, Really Good Stuff suppliers
- K-5 Teaching Student Centered Math Teacher resource, Barnes and Noble
- K-5 Math Journals, K-5 Math publisher
- Ten Marks digital program
- Dream Box personalized digital program

**Science:** The district has adopted the *Scott Foresman California Science* program for Kindergarten through fifth grade. This program is used as a resource for teaching the California science content standards. Emphasis is on physical, life, and earth science, with investigation and experimentation a central focus of instruction. District is in the building awareness phase of NGSS Standards.

**Social Studies:** The district has adopted *California Reflections* published by Harcourt as a resource for teaching the California content standards in history-social science. The curriculum content at each grade level focuses on chronology, research evidence, point of view, and historical interpretation.

#### Specialized Services

**Special Education Program:** Children with special needs at La Costa Meadows Elementary receive the support services they require from special education teachers, speech therapists, an occupational therapist, a psychologist, and instructional aides. Our student intervention team is made up of teachers, our school intervention specialist, and the assistant principal. The purpose of this team is to provide early intervention opportunities for students. Our Student Study Team consists of our school psychologist, teachers, administrators, and a special education teacher. They meet with families of children who may need speech therapy, have a suspected learning disability, or who may engage in behavior that interrupts learning. We have two part-time health clerks who monitor daily health news for special needs students and assists regular education students with their health needs.

Students with learning differences are sometimes entitled to individual education plans and extra attention. Appropriate programs and services are provided to all students with disabilities, between the ages of three and twenty-one. Referrals for special education identification and special education services come from the on-site Student Study Team and /or parents.

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**Gifted and Talented Education:** Starting in third grade, gifted and talented students are identified based on a specific assessment and multiple measures. Our school has approximately 30 students who qualify for this program. Gifted and Talented Education (GATE) students receive differentiated instruction within the regular classroom.

**English Learner Program:** Students not yet fluent in English participate in specialized instruction for English language development. We strive to advance our English Learners to English fluency as soon as possible. La Costa Meadows Elementary School had approximately 43 English Learner students currently enrolled for the 2018-2019 school year. During the 2017-2018 school year roughly 10% of our English Language Learners were reclassified as Fully English Proficient.

### **Homework**

Grades one through three receive 10 to 20 minutes of homework daily, Monday through Thursday; grades four and five receive 30 to 45 minutes of homework. Kindergartners receive weekly assignments. Students are expected to read each night. Homework is primarily focused on reading and building literacy but is also tied directly to daily class instruction and is used for learning reinforcement.

### **Technology**

We have over 400 computers/devices available in classrooms for student use. All 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup>-grade classrooms are one-to-one with Chromebooks. All other classrooms are equipped with devices to allow for the implementation of our digital programs. Each teacher participating in our one-to-one program has also participated in a two-year inquiry learning professional development course. In total, our combined technology equates to about one device per 1 ¼ students. These are used in the classroom for further learning, investigation, and inquiry. All classrooms are connected to

wireless internet, and all classrooms have a document camera and a projector for teacher use. LCM's devices are supported by a computer technician who is on site 2 ½ days each week.

### **Library**

Our librarian works with classes weekly, supports special classroom projects, teaches yearly digital citizenship lessons and maintains more than 10,000 volumes. Our school librarian also leads our school-wide reading incentive program each year. This year the theme is "Reading Road Trip" and all classrooms participate in the high-energy competitions and incentives. Classrooms borrow books on rotation to enhance their individual collections. Our school-wide book fair, held twice each year, supports the library program along with grants, the Birthday Books program, our used book sale, and Parent Teacher Organization donations. Our library was renovated during the summer of 2018. Our 100% new library is equipped with upgraded audio-visual equipment, and organized to help promote excitement in our students.

### **School Facilities**

#### **School Facility Conditions and Planned Improvements**

La Costa Meadows is composed of 33 regular education classrooms and two special day classrooms. Our facilities also consist of three learning center/SAI classrooms, a music room, our school library, reading intervention lab, multi-purpose room, a music room, an art room and two Kids-on-Campus classrooms. The school opened its doors in 1986. The buildings are maintained on a regular schedule and we are currently going through a 3 year rebuild and remodel project. The physical qualities of a school building influences teaching and learning. All students and faculty need a reasonable amount of classroom and open space. We strive to maintain and improve the facilities and landscaping.

### **School Facility Good Repair Status (School Year 2018-19)**

To determine the condition of our facilities, our district sends experts from our facilities team to inspect them. They use a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed. The inspection took place on September 12, 2018.

| System Inspected  | Repair Status |      |      | Repair Needed and Action Taken or Planned    |      |      |
|---|---------------|------|------|--|------|------|
|   | Good          | Fair | Poor |  |      |      |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                       | X             |      |      | No repairs needed at the time of inspection. |      |      |
| <b>Interior:</b> Interior Surfaces                                      | X             |      |      | One room damaged ceiling tile.               |      |      |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation       | X             |      |      | No repairs needed at the time of inspection. |      |      |
| <b>Electrical:</b> Electrical   |               | X    |      | Several rooms lights out.                    |      |      |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains                 |               | X    |      | One room faucet needs aerator.               |      |      |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | X             |      |      | No repairs needed at the time of inspection. |      |      |
| <b>Structural:</b> Structural Damage, Roofs                             | X             |      |      | No repairs needed at the time of inspection. |      |      |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences | X             |      |      | No repairs needed at the time of inspection. |      |      |
| Overall Rating  | Exemplary     |      |      | Good   | Fair | Poor |
|   |               |      |      | 95%  |      |      |

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In June of 2017, our school's reconstruction project was initiated. Our entire community is excited about this three summer two school year project. The reconstruction project will result in all new classrooms, and an upgraded office, library, and multi-purpose room. The two kindergarten classrooms located in our main building were remodeled and completed during the summer of 2017.

### Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### Pupil Outcomes

#### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], System, which includes the Smarter Balanced Summative

Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students Grades three through Eight and Grade Eleven

| Subject      | Percentage of Students Meeting or Exceeding the State Standards |         |          |         |         |         |
|--------------|---|---------|----------|---------|---------|---------|
|              | School  |         | District |         | State   |         |
|              | 2016-17   | 2017-18 | 2016-17  | 2017-18 | 2016-17 | 2017-18 |
| ELA/Literacy | 78%   | 76%     | 65%      | 65%     | 48%     | 50%     |
| Mathematics  | 68%   | 67%     | 49%      | 51%     | 37%     | 38%     |

**Note:** Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### CAASPP Assessment Results—Test Results in ELA by Student Groups, Grades 3–5 (2017-18)

| Student Groups                                | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 456              | 445           | 97.59%         | 75.73%                  |
| Male  | 237              | 229           | 96.62%         | 72.93%                  |
| Female  | 219              | 216           | 98.63%         | 78.70%                  |
| Black or African American                     | --               | --            | --             | --                      |
| American Indian or Alaska Native              | --               | --            | --             | --                      |
| Asian   | 22               | 22            | 100.00%        | 81.82%                  |
| Filipino                                      | --               | --            | --             | --                      |
| Hispanic or Latino                            | 77               | 73            | 94.81%         | 60.27%                  |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                      |
| White   | 341              | 335           | 98.24%         | 79.70%                  |
| Two or More Races                             | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | 85               | 83            | 97.65%         | 59.04%                  |
| English Learners                              | 36               | 36            | 100.00%        | 44.44%                  |
| Students with Disabilities                    | 45               | 42            | 93.33%         | 9.52%                   |
| Students Receiving Migrant Education Services | --               | --            | --             | --                      |
| Foster Youth                                  | --               | --            | --             | --                      |

**Note:** CAASPP assessment results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e. achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**Note:** The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



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### CAASPP Assessment Results—Test Results in Mathematics by Student Groups, Grades 3-5 (2017-18)

| Student Groups                                | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 458              | 445           | 97.16%         | 67.19%                  |
| Male  | 238              | 229           | 96.22%         | 73.36%                  |
| Female  | 220              | 216           | 98.18%         | 60.65%                  |
| Black or African American                     | --               | --            | --             | --                      |
| American Indian or Alaska Native              | --               | --            | --             | --                      |
| Asian   | 22               | 22            | 100.00%        | 86.36%                  |
| Filipino                                      | --               | --            | --             | --                      |
| Hispanic or Latino                            | 78               | 73            | 93.59%         | 45.21%                  |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                      |
| White   | 342              | 335           | 97.95%         | 71.64%                  |
| Two or More Races                             | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | 86               | 83            | 96.51%         | 46.99%                  |
| English Learners                              | 36               | 36            | 100.00%        | 47.22%                  |
| Students with Disabilities                    | 47               | 42            | 89.36%         | 14.29%                  |
| Students Receiving Migrant Education Services | --               | --            | --             | --                      |
| Foster Youth                                  | --               | --            | --             | --                      |

**Note:** CAASPP assessment results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e. achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**Note:** The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### California Standards Tests in Science for All Students Grades Five, Eight, and High School

| Subject | School  |         | District |         | State   |         |
|---------|---------|---------|----------|---------|---------|---------|
|         | 2016-17 | 2017-18 | 2016-17  | 2017-18 | 2016-17 | 2017-18 |
| Science | N/A     | N/A     | N/A      | N/A     | N/A     | N/A     |

**Note:** The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

**Note:** Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in both assessments.

### Other Pupil Outcomes

#### California Physical Fitness Test Results (2017-18)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the [CDE PFT web page](#).

| Grade Level | Percent of Students Meeting Fitness Standards (on all six fitness standards) |             |            |
|-------------|--|-------------|------------|
|             | Four of Six  | Five of Six | Six of Six |
| 5           | 8.8%   | 20.9%       | 59.5%      |

### Engagement

#### State Priority: Parental Involvement

**Contact Person:** Hannah Lockhart & Carolyn Gallup  
**Phone Number:** (760) 290-2121

Staff, parents and community members are integral to the success of the students at La Costa Meadows School. Ensuring all family members feel a sense of connection and commitment to the school is a priority. We have many volunteers who work in classrooms daily assisting teachers with reading and math remediation and enrichment. Additionally, we have parents who volunteer in our Science Garden, Music program and as Art Docents

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Parents are active in the School Site Council, English Language Advisory Council, GATE Advisory group, and the Parent/Teacher Organization. Our school's community liaison is funded through our parents' donations and works to build parent involvement in all these groups. Regular meetings with these groups foster ongoing training and communication regarding student achievement of standards as well as contributing to the vision of the school. Parents and community members are visible on our campus daily. At our Friday Flag Award Assemblies, it is not uncommon to have 75-100 parents or more in attendance. Families and community members support our highly successful Halloween Carnival, Grandparents' Day event, Picnic in the Park, the annual fun run, as well as our Open House and Art Fair. Our active parent volunteers are one of the schools' many strengths.

### State Priority: School Climate

#### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

|                    | School   |         |         |
|--------------------|----------|---------|---------|
|                    | 2015-16  | 2016-17 | 2017-18 |
| <b>Suspensions</b> | 1.5%     | 0.1%    | 0.8%    |
| <b>Expulsions</b>  | 0.1%     | 0.0%    | 0.0%    |
|                    | District |         |         |
|                    | 2015-16  | 2016-17 | 2017-18 |
| <b>Suspensions</b> | 1.5%     | 2.0%    | 1.8%    |
| <b>Expulsions</b>  | 0.1%     | 0.1%    | 0.0%    |
|                    | State    |         |         |
|                    | 2015-16  | 2016-17 | 2017-18 |
| <b>Suspensions</b> | 3.7%     | 3.7%    | 3.5%    |
| <b>Expulsions</b>  | 0.1%     | 0.1%    | 0.1%    |

#### Discipline

The environment established at La Costa Meadows School fosters positive attitudes from all students. We are a learning institution and we use student mistakes as opportunities for learning. We also view the area of discipline as one of dual responsibility between home and school. The administrators are visible throughout the campus daily, reinforcing good behavior, respect, positive attitudes and school pride. A weekly newsletter is sent home that outlines rules, procedures, policies, and expectations as well as current school communications about activities.

La Costa Meadows Elementary School has adopted a system of positive behavioral interventions and supports. It is important that a discipline model is conducive to students taking responsibility for their actions, as well as the consequences, both negative and positive, for such actions. With this goal in mind, the La Costa Meadows staff has established three basic rules we feel are essential to maintaining a positive learning environment, called "The Dolphin Way" which means "Doing the Right Thing Even When No One is Looking." Further, each classroom has a set of basic rules to augment and enhance the school-wide program. School-wide and classroom discipline plans are sent

home at the beginning of the year. They are reviewed by teacher, parent, and student and then returned signed.

We also believe that one of the most successful ways to teach our children to "Live the Dolphin Way" is through our character education program: The 7 Habits of Happy Kids. Through our common language of the 7 Habits, recognition at our monthly flag salutes, and assemblies, our children are learning to Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand Then to be Understood, Synergize, and Sharpen the Saw. The Dolphin Way and the 7 Habits of Happy Kids are helping our students learn healthy, productive habits and 21<sup>st</sup>-century skills that will last them a lifetime.

Positive consequences for good behavior include visits to the principal for special awards, recognition at our weekly Friday Flag Assemblies, special teacher rewards, etc. Based on the seriousness of negative behaviors, students may need to reflect on their behavior, have an in-school or out of school suspension, and/or in extremely rare circumstances, be expelled.

Our school stresses a positive learning environment for all students based on the Dolphin Way and the 7 Habits of Happy Kids. We are committed to the development of those qualities vital to good citizenship, self-discipline, and responsibility.

We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

#### School Safety

##### SB187 Safety Plan

**Date the plan was last approved:** 10/9/2018

**Date the plan was last reviewed with staff:** 8/17/18

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5, and (10) lock down procedures. A copy of the plan is available for inspection by the public at each school.

Parents are kept informed of any current safety topics that might affect their child: dangerous strangers, parking lot safety tips, safe ways to drop off and pick up students, etc. We also hold a monthly drill for fire, earthquake, disaster, or intruders on campus.

## SCHOOL ACCOUNTABILITY REPORT CARD

### Other SARC Information

#### Average Class Size and Class Size Distribution (Elementary)

The average class size is calculated by dividing the number of students enrolled in classes, excluding special education and a few other minor categories, divided by the number of classes. The following table provides three years of data.

| Grade Level  | 2015-16         |                    |       | Avg. Class Size | 2016-17         |                    |      | Avg. Class Size | 2017-18         |                    |     |      |       |     |
|--------------|-----------------|--------------------|-------|-----------------|-----------------|--------------------|------|-----------------|-----------------|--------------------|-----|------|-------|-----|
|              | Avg. Class Size | Number of Classes* |       |                 | Avg. Class Size | Number of Classes* |      |                 | Avg. Class Size | Number of Classes* |     |      |       |     |
|              |                 | 1-20               | 21-32 |                 |                 | 33+                | 1-20 |                 |                 | 21-32              | 33+ | 1-20 | 21-32 | 33+ |
| Kindergarten | 23.0            | 2                  | 5     | 22.0            | 1               | 7                  |      | 22.0            | 1               | 5                  |     |      |       |     |
| Grade 1      | 23.0            | 2                  | 4     | 23.0            |                 | 6                  |      | 26.0            |                 | 6                  |     |      |       |     |
| Grade 2      | 25.0            |                    | 6     | 24.0            |                 | 6                  |      | 22.0            |                 | 6                  |     |      |       |     |
| Grade 3      | 25.0            |                    | 6     | 25.0            |                 | 6                  |      | 24.0            |                 | 6                  |     |      |       |     |
| Grade 4      | 32.0            |                    | 5     | 30.0            |                 | 5                  |      | 30.0            | 1               | 1                  | 3   |      |       |     |
| Grade 5      | 33.0            |                    | 1     | 33.0            |                 | 2                  | 3    | 22.0            | 3               | 3                  | 1   |      |       |     |
| Other        | 0.0             |                    |       | 7.0             | 1               |                    |      | 9.0             | 1               |                    |     |      |       |     |

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

Noontime supervisors supervise our campus before school, at recesses, and lunchtimes along with the site administrators. Adult crossing guards supervise all major intersections in the school area both before and after school. Our student Safety Patrol helps with before and after school crossings as well. The district employs two regular San Diego Sheriff Officers that work with the Carlsbad Police Department in the areas of traffic safety, student support, and community-related issues.

#### Academic Counselors and Other Support Staff

The following table provides the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part-time at our school and some may work at more than one school.

| Title                              | Number of FTEs* Assigned to the School |
|------------------------------------|--|
| Psychologist                       | 1.0                                    |
| Social Worker                      | 1.0                                    |
| Nurse                              | 0.33                                   |
| Speech/Language/Hearing Specialist | 2.0                                    |
| TOSA Intervention Support Teacher  | 1.0                                    |

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

### School Finances

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

| Level                                      | Expenditures Per Pupil |            |              | Average Teacher Salary |
|--|------------------------|------------|--------------|------------------------|
|  | Total                  | Restricted | Unrestricted |                        |
| School                                     | \$6,839                | \$1,346    | \$5,493      | \$75,740               |
| District                                   |                        |            | \$7,664      | \$79,215               |
| State                                      |                        |            | \$7,125      | \$80,764               |
| <b>Percent Difference: School/District</b> |                        |            | (28%)        | (4%)                   |
| <b>Percent Difference: School/State</b>    |                        |            | (23%)        | (6%)                   |

- **Restricted** source means money whose use is restricted by legal requirement or by the donor. Examples include, but are not limited to, instructional materials, economic impact aid, and teacher and principal training funds.
- **Unrestricted** source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor. Examples include, but are not limited to, class size reduction, state lottery (not the instructional materials portion), and undesignated local parcel tax funds.

The CDE's calculation is based on EC Section 41372 definitions (see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>, modified to include only unrestricted sources in the calculation.

For more information, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at <http://www.ed-data.org>.



## SCHOOL ACCOUNTABILITY REPORT CARD

### Other Funding (Fiscal Year 2017-18)

Funding is provided for the following special programs to supplement the core instructional program provided by the school district.

- Gifted and Talented Education (GATE)
- Teacher Credential Block Grant
- Lottery Instructional Materials
- Title II Part A
- CSEA Check Grant

### Teacher & Administrative Salaries (Fiscal Year 2016-17)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category                          | District Amount | State Average for Districts in Same Category |
|-----------------------------------|-----------------|--|
| Beginning Teacher Salary          | \$37,922        | \$47,903                                     |
| Mid-Range Teacher Salary          | \$75,842        | \$74,481                                     |
| Highest Teacher Salary            | \$95,873        | \$98,269                                     |
| Average Principal Salary (Elem)   | \$120,248       | \$123,495                                    |
| Average Principal Salary (Middle) | \$127,163       | \$129,482                                    |
| Average Principal Salary (High)   | \$143,974       | \$142,414                                    |
| Superintendent Salary             | \$333,971       | \$271,429                                    |
| <b>Percent of District Budget</b> |                 |  |
| Teacher Salaries                  | 37.0%           | 35.0%  |
| Administrative Salaries           | 5.0%            | 5.0%   |

### Professional Development

San Marcos Unified School District (SMUSD) is committed to the belief that the strongest predictor of student achievement is the quality of the teacher inside the classroom. In support of this belief, SMUSD is deeply committed to teacher learning and professional development as evidenced by our district mission statement.

San Marcos Unified School District's Mission Statement includes these commitments:

- "hiring and retaining only the best educators and investing in their success."
- "providing quality education based on high standards, effective practices, continuous improvement, and innovation."

Every new teacher in our district engages in a rigorous 2 year training program where the new employee receives 30 hours of professional development on our research-based instructional framework, the *Essential Elements of Instruction* (EEI). These instructional strategies apply to any curricular area and any grade level. New administrators to the District receive professional learning in this instructional framework as well.

In 2017-18, the district continued to focus professional learning on the implementation of state academic content standards in English language arts, English language development, mathematics and science. Understanding the more rigorous expectations of the content standards, learning evidence-based instructional strategies that best support the standards and using newly purchased resources that align to the standards have been topics over time. The use of devices and digital curriculum to support the implementation of the new standards has required on-going professional development for teachers to confidently and effectively use these tools.

Various means of professional learning were offered: face-to-face workshops during the regular workday, during school breaks, and after school as well as online sessions available for staff to access during times that best work with their schedule. Principals provided staff development during regularly scheduled staff meetings throughout the year. Teachers who work with students with special needs engaged in ongoing collaboration to implement more inclusive delivery models.

Teachers continued to engage in professional development each week as they worked collaboratively during their structured teacher collaboration time (early release Wednesdays for elementary/middle school staff and late start Tuesdays for high school staff). This provided teachers the opportunity to share best practices to meet students' needs. Teachers on Special Assignment (TOSAs) provided professional development and worked with teachers in their classrooms modeling strategies, planning collaboratively, and providing support.



## SCHOOL ACCOUNTABILITY REPORT CARD

### **About the SARC**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school or the district office.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

