

# Paloma Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Paloma Elementary School
<b>Street</b>	660 Camino Magnifico
<b>City, State, Zip</b>	San Marcos
<b>Phone Number</b>	(760) 290-2199
<b>Principal</b>	Todd Marquet
<b>Email Address</b>	todd.marquet@smusd.org
<b>School Website</b>	<a href="https://palomaelementary.smusd.org/">https://palomaelementary.smusd.org/</a>
<b>County-District-School (CDS) Code</b>	37737916108872

## 2022-23 District Contact Information

<b>District Name</b>	San Marcos Unified School District
<b>Phone Number</b>	(760) 752-1299
<b>Superintendent</b>	Dr. Andy Johnsen
<b>Email Address</b>	andy.johnsen@smusd.org
<b>District Website Address</b>	www.smusd.org

## 2022-23 School Overview

Paloma opened its doors in 1990. The school currently has 44 classrooms (including 26 relocatables) a multipurpose room, a library, and an administration building that are networked for Internet access throughout the school. We are fortunate to be located next to a park that is frequently used for school events. Student-made tile walls and murals decorate our school, and our professional custodial staff takes great pride in maintaining the facility for students and staff. We have 3 shade structures in the lunch area, the snack area, and adjacent to the grass field. We have two new sensory rooms adjacent to our new Moderate/Significant classrooms.

Our goal is that all students will continue to meaningfully increase their academic knowledge in reading, writing, math, science, and social studies. Education is very important to the future of our students, and at Paloma we will continue to strive to help them become active, inquiring, life-long learners who will be prepared for college and career, as well as for global citizenship. Our teachers employ best instructional practices which include differentiated instruction at all academic levels. At Paloma: 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 to differentiate instruction to meet the individual needs of learners; and parents partner with the school to enhance their child's academic growth and strength of character.

Paloma Elementary strives to create an environment in which all children have the opportunity to achieve academic excellence. We, the members of the Paloma Elementary Community, are dedicated to ensuring that all Paloma Panthers have equal access to learn and grow in a collaborative, safe and positive environment. Students will develop a love of learning and acquire lifelong skills to become engaged, responsible, and independent members of society.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	117
Grade 1	112
Grade 2	108
Grade 3	125
Grade 4	128
Grade 5	127
Total Enrollment	717

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.2
American Indian or Alaska Native	0.3
Asian	11.4
Black or African American	0.8
Filipino	4.5
Hispanic or Latino	36.7
Native Hawaiian or Pacific Islander	0.6
Two or More Races	8.6
White	37.1
English Learners	14.1
Foster Youth	0.0
Homeless	1.1
Migrant	0.0
Socioeconomically Disadvantaged	30.7
Students with Disabilities	12.4

#### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	30.80	96.86	702.00	86.80	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.40	0.18	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	3.14	90.60	11.20	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	14.60	1.82	12115.80	4.41
<b>Unknown</b>	0.00	0.00	0.00	0.00	18854.30	6.86
<b>Total Teaching Positions</b>	31.80	100.00	808.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

### Reading Writing Listening and Speaking

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.

### English Language Development (ELD)

English Learner students engage in daily ELD lessons that provide challenging English language development skills in alignment to gain English language proficiency. (ELD CCSS)

### ELA/ELD Supplemental Instructional Materials

Benchmark Steps to Advance

iReady Reading Path

Benchmark E-Books, Charts, Videos

myOn Digital Reading Library

Guided Language Acquisition Design (GLAD)

Lexia English

### 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

iReady Math Path

iReady Digital Teacher Toolbox

Math Discourse Cards

Math Manipulatives, Nasco, Lakeshore, Good Stuff suppliers

K-5 Math Journals

K-5 Math iReady workbook, Curriculum Associates

Math San Francisco Unified School District Online Resources

Dream Box personalized digital program (TK)

### Science:

Integration of NGSS grade-level standards is integrated in the Benchmark Advance ELA-ELD core curriculum, Mystery Science and Virtual STEAM Innovation Aligned Units.

### Social Studies:

Integration of Social Studies grade level standards occur through Benchmark Advance ELA-ELD core curriculum.

**Year and month in which the data were collected**

10/29/22

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-5 Benchmark Advance, adopted in 2016 TK- Benchmark Ready to Advance, adopted in 2017	Yes	0%
<b>Mathematics</b>	Ready Classroom Mathematics, adopted in 2020	Yes	0%

	iReady SFUSD Math TK Units, adopted in 2019		
<b>Science</b>	Integrated in Benchmark Advance Units, adopted in 2016 Virtual STEAM and Innovation, adopted in 2020 Mystery Science, adopted in 2020	Yes	0%
<b>History-Social Science</b>	Integrated in Benchmark Advance Units, adopted in 2016	Yes	0%

### School Facility Conditions and Planned Improvements

#### School Facility Conditions and Planned Improvements

Paloma opened its doors in 1990. The school currently has 44 classrooms (including 26 relocatable units) a multipurpose room, a library, and an administration building that are networked for Internet access throughout the school. We are fortunate to be located next to a park that is frequently used for school events. A student-made tile wall decorates the front of our school, and a professional custodial staff takes great pride in maintaining the facility for students and staff. We have 3 shade structures- in the lunch area and snack area by the playground. We have two new sensory rooms adjacent to our new Moderate/Significant classrooms. The physical quality of our school building influences learning and teaching. All students and faculty need a reasonable amount of classroom and open space. We strive to maintain and improve the facilities and land.

#### 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.

<b>Year and month of the most recent FIT report</b>	10/13/2021 - 10/13/2021
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Room 10 : 4: (D) Ceiling tiles missing, damaged or loose 13: (D) Gutters, roof drains, or downspouts are not intact Room 13: 4: (D) Ceiling tiles missing, damaged or loose Room 14: 4: (D) Ceiling tiles missing, damaged or loose 15: (D) Locks and other security hardware are not functioning properly Room 17: 4: (D) Ceiling tiles missing, damaged or loose Room 24: 4: (D) Ceiling tiles missing, damaged or loose Room F: 4: (D) Ceiling tiles missing, damaged or loose

## School Facility Conditions and Planned Improvements

<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>Room 07: 6: (D) Evidence of ants 13: (D) Gutters, roof drains, or downspouts are not intact</p>
<p><b>Electrical</b></p>		X	<p>Girls RR: 7: (D) lighting fixture or bulbs are not working or missing K - 2: 7: (D) Lighting covers are missing, damaged, or loose K O C: 7: (D) Lighting covers are missing, damaged, or loose Office: 7: (D) lighting fixture or bulbs are not working or missing Restrooms: 7: (D) Lighting covers are missing, damaged, or loose Room 22: 7: (D) Lighting covers are missing, damaged, or loose Room 23: 7: (D) Electrical components are damaged or not functioning properly Room 29: 7: (D) Lighting covers are missing, damaged, or loose 15: (D) Locks and other security hardware are not functioning properly Work Room: 7: (D) lighting fixture or bulbs are not working or missing</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	X		<p>Room 03: 9: (D) Sink/fountain is damaged</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	X		
<p><b>Structural:</b> Structural Damage, Roofs</p>	X		<p>Boys RR: 13: (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak Electrical Room : 13: (D) Gutters, roof drains, or downspouts are not intact Girls RR: 13: (D) Gutters, roof drains, or downspouts are not intact Room 07: 6: (D) Evidence of ants 13: (D) Gutters, roof drains, or downspouts are not intact Room 10 : 4: (D) Ceiling tiles missing, damaged or loose 13: (D) Gutters, roof drains, or downspouts are not intact Room 18: 13: (D) Gutters, roof drains, or downspouts are not intact</p>



## School Facility Conditions and Planned Improvements

			<p>Room 32: 12: (D) Damage to skirting or siding</p> <p>Room 39: 12: (D) Damage to skirting or siding</p> <p>Room 40: 12: (D) Holes in walls, floors, or ceilings</p>
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>M P R: 15: (D) Locks and other security hardware are not functioning properly</p> <p>Room 12: 15: (D) Locks and other security hardware are not functioning properly</p> <p>Room 14: 4: (D) Ceiling tiles missing, damaged or loose 15: (D) Locks and other security hardware are not functioning properly</p> <p>Room 21: 15: (D) Locks and other security hardware are not functioning properly</p> <p>Room 29: 7: (D) Lighting covers are missing, damaged, or loose 15: (D) Locks and other security hardware are not functioning properly</p>

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and mathematics test 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	73	N/A	60	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	70	N/A	46	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test 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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	391	389	99.49	0.51	73.01
<b>Female</b>	180	180	100.00	0.00	75.00
<b>Male</b>	210	208	99.05	0.95	71.15
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	49	49	100.00	0.00	91.84
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	14	13	92.86	7.14	61.54
<b>Hispanic or Latino</b>	150	149	99.33	0.67	57.72
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	31	31	100.00	0.00	93.55
<b>White</b>	142	142	100.00	0.00	78.87
<b>English Learners</b>	40	40	100.00	0.00	25.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	114	113	99.12	0.88	63.72
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	60	58	96.67	3.33	31.03

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test 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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	391	389	99.49	0.51	69.67
<b>Female</b>	180	180	100.00	0.00	62.78
<b>Male</b>	210	208	99.05	0.95	75.48
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	49	49	100.00	0.00	95.92
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	14	13	92.86	7.14	76.92
<b>Hispanic or Latino</b>	150	149	99.33	0.67	51.01
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	31	31	100.00	0.00	77.42
<b>White</b>	142	142	100.00	0.00	76.76
<b>English Learners</b>	40	40	100.00	0.00	35.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	114	113	99.12	0.88	57.52
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	60	58	96.67	3.33	36.21

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	58.46	--	39.3	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	130	130	100	0	58.46
<b>Female</b>	60	60	100	0	53.33
<b>Male</b>	70	70	100	0	62.86
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	16	16	100	0	68.75
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	44	44	100	0	36.36
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	15	15	100	0	80
<b>White</b>	52	52	100	0	65.38
<b>English Learners</b>	12	12	100	0	8.33
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	32	32	100	0	43.75
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	17	17	100	0	5.88

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96.09%				75.00%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Parents and the community are involved with Paloma through its Parent Teacher Organization, English Learner Advisory Council, and School Site Council. Families and Community members are invited to flag salutes, which include student presentations, school information and student recognition. Coffee chats with the principal are conducted on a monthly basis. Parents are invited to take part in a variety of opportunities at school events such as Open House, Back to School Night, Spooktacular, Spring Carnival, Science Night, Field Day, Jogathon, and Reading on the Green.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	750	740	154	20.8
Female	354	352	57	16.2
Male	394	386	96	24.9
American Indian or Alaska Native	2	2	1	50.0
Asian	84	84	9	10.7
Black or African American	6	6	0	0.0
Filipino	32	32	8	25.0
Hispanic or Latino	275	272	76	27.9
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	67	64	6	9.4
White	280	276	53	19.2
English Learners	114	113	26	23.0
Foster Youth	0	0	0	0.0
Homeless	15	15	5	33.3
Socioeconomically Disadvantaged	236	234	74	31.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	120	118	35	29.7

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety



## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.74	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.15	1.85	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2022-23 School Safety Plan

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 the site. The plan was last reviewed and approved on 10/6/22.

The staff monitors school grounds 15 minutes before the start of school and immediately after dismissal. Our staff supervises students during dismissal to ensure their safety. We also hold monthly fire, earthquake, disaster, and intruder drills. Our Character Education program focuses on developing responsible citizenship. Our Peer buddies program encourages students to mentor our students with special needs. Our School Social Worker assists in the implementation of PBIS (Positive Behavior Interventions and Supports) and character education.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	1	4	1
1	22		6	
2	26		5	
3	22		6	
4	35		4	1
5	34		1	2
6				
Other	11	2		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	3	
1	21	1	4	
2	26		5	
3	23	1	5	
4	35			3
5	28		3	1
6				
Other	17	2	2	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3	2	
1	21		5	
2	26		4	
3	24		5	
4	32		3	
5	25		5	
6				
Other	13	3		

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1.0
<b>Social Worker</b>	
<b>Speech/Language/Hearing Specialist</b>	1.0
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	7.5

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	8827	2042	6785	77119
<b>District</b>	N/A	N/A	8305	\$86,950
<b>Percent Difference - School Site and District</b>	N/A	N/A	-29.6	0.3
<b>State</b>	N/A	N/A	\$6,594	\$85,368
<b>Percent Difference - School Site and State</b>	N/A	N/A	2.9	-3.3

## 2021-22 Types of Services Funded

At Paloma Elementary funds the following programs: Gifted and Talented Education (GATE), LCAP Supplemental, Credential Music Teacher, Intervention TOSA.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$43,129	\$51,081
<b>Mid-Range Teacher Salary</b>	\$86,253	\$77,514
<b>Highest Teacher Salary</b>	\$109,036	\$105,764
<b>Average Principal Salary (Elementary)</b>	\$137,535	\$133,421
<b>Average Principal Salary (Middle)</b>	\$142,627	\$138,594
<b>Average Principal Salary (High)</b>	\$164,381	\$153,392
<b>Superintendent Salary</b>	\$250,000	\$298,377
<b>Percent of Budget for Teacher Salaries</b>	37%	32%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## 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 as the National Institute of School Leadership (NISL).

Our elementary level focused professional learning on Orton Gillingham, Ready Mathematics, Professional Learning Communities, Gifted and Talented Education (GATE) Certification, and Synergy. Professional learning was grounded in meeting the academic and social emotional needs of students post pandemic. Ongoing training and PLC cycles supported learning recovery interventions in the classrooms and extended learning groups. A refocus on ongoing formative assessments and data driven discussions allowed for teachers to provide students with prescriptive academic and social emotional interventions and enrichment opportunities. Teachers who work with students with special needs engaged in ongoing collaboration to implement more inclusive delivery models.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	8	4