



Santa Margarita Elementary School

1 Carnes Road • Oceanside, CA 92058 • (760) 430-7110 • Grades K-8

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Oceanside Unified School District

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School Description

Santa Margarita School is a place where all students succeed. We have grown from an underperforming school in 1999 to a California Distinguished School in 2004 and National Blue Ribbon School in 2006. In 2005 we were also named a Title I Academic School. Because we serve a large military community, our student mobility and multiple deployment rate is high. We focus on assessing new students in a timely manner and placing them in instructional programs that will meet their needs, providing extra support as necessary.

In addition to all this, our newly constructed school building creates a welcoming environment for all students and staff.

Professional Development provided for Teachers at Santa Margarita Elementary School

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time we set aside for the past three years for their continuing education and professional development.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (760) 430-7110.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	128
Gr. 1	146
Gr. 2	121
Gr. 3	118
Gr. 4	91
Gr. 5	80
Gr. 6	60
Gr. 7	54
Total	798

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8.8
American Indian or Alaska Native	1.3
Asian	0.9
Filipino	1.5
Hispanic or Latino	29.7
Native Hawaiian/Pacific Islander	0.6
White	52.5
Two or More Races	3.6
Socioeconomically Disadvantaged	56.3
English Learners	2.5
Students with Disabilities	14.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials			
Santa Margarita Elementary School	12-13	13-14	14-15
Fully Credentialed	29	38	38.50
Without Full Credential	2	0	0
Teaching Outside Subject Area of Competence	0	0	0
Oceanside Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	38
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
Santa Margarita Elementary	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	90.40	9.60
High-Poverty Schools	90.20	9.80
Low-Poverty Schools	97.10	2.90

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Inventory conducted September 2013

**Textbooks and Instructional Materials
Year and month in which data were collected:**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	K-5: Houghton Mifflin Reading, Year Adopted 2003 6-8: Holt Literature and Language Arts, Year Adopted 2004
Mathematics The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	K-5: McGraw-Hill Everyday Math, Year Adopted 2008 6-8: Prentice Hall Algebra I, Year Adopted 2008
Science The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	K - 5: Delta Education FOSS, Year Adopted 2008 6 - 8: Prentice Hall Focus on Science, Year Adopted 2008
History-Social Science The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	K - 5: Harcourt Brace Reflections, Year Adopted 2007 6 - 8: Prentice Hall Ancient Civilizations, Adopted 2006 6 - 8: Prentice Hall Medieval and Early Modern Times, Adopted 2006 6 - 8: Prentice Hall American, History of Our Nation, Adopted 2006

School Facility Conditions and Planned Improvements (Most Recent Year)

**School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 09/18/2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	Rm 4: WATER STAINS CEILING TILES Rm 5: WATER STAINS CEILING TILES/ CEILING TILES ARE CRACKED Rm: 6 WATER STAINS CEILING TILES @ ENTRY Rm 10: WATER STAINS CEILING TILES Rm 14: CEILING TILES ARE LOOSE Rm 22: WATER STAINS CEILING TILES Rm 35: WATER STAINS CEILING TILES
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	Rm 3/Preschool: FAUCET STICKS ON IN BOYS RR
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	Rm 17: ITEMS ARE STACKED ON SHELVES ABOVE 6 FT. / EARTHQUAKE HAZARD
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	77	65	64	54	55	55	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	55	48	51	51	54	52	54	56	55
Math	66	59	65	51	53	53	49	50	50
HSS				49	49	47	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	6	4	5
Similar Schools	6	3	4

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25.6	28.2	17.9
7	11.8	17.6	51.0

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	55
All Student at the School	64
Male	72
Female	57
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	52
Native Hawaiian/Pacific Islander	
White	76
Two or More Races	
Socioeconomically Disadvantaged	61
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-6	-29	10
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	0	-25	-15
Native Hawaiian/Pacific Islander			
White	-6	-14	21
Two or More Races			
Socioeconomically Disadvantaged	-27	-26	4
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

We have many ways for parents to participate at our school. Parents can join our School Site Council, which helps to oversee the implementation of our Single Plan for Student Achievement and stimulates academic improvement. The PTO has made an incredible impact on our school by funding student field trips, family events, and instructional materials. Teachers welcome classroom volunteers to help with projects in the classroom. Our library tech welcomes volunteers to help in the library as well.

We currently offer several unique family nights, including the Tell Me a Story program sponsored by the Military Child Education Coalition. The contact person for parent involvement is Donna Wilkins, who can be reached at (760) 901-7905.

State Priority: School Climate

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

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

School Safety Plan

Students attend a monthly school-wide assembly to help build a culture of caring and respect. We recite our Mustang Motto each morning in classrooms to reinforce a sense of safety and belonging for everyone. In order to ease students' transition to our school, Lunch Recess Options provides smaller group supervised indoor recreational activity choices. Our Ambassadors Club provides students with schoolwide input. Our discipline policy focuses on educating children to make safe and respectful choices.

We hold a series of School Safety Meetings which bring staff, students and parents together to discuss the safety climate on our campus. Students are given the opportunity to share their thoughts on bullying, staff interaction, and feeling safe and nurtured. This team also reviews the results of the annual California Healthy Kids Survey.

Every October we have at least one school-wide lockdown drill to assess staff and student knowledge and our ability to create a safe harbor in a short amount of time. We then continue to hold announced drills each month to establish a regular safety norm.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	0.1	0.3	2.8
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	7.3	5.3	5.3
Expulsions Rate	0.2	0.2	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2006-2007
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		21
Percent of Schools Currently in Program Improvement		95.5

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.63
Psychologist	0.0
Social Worker	0.0
Nurse	.30
Speech/Language/Hearing Specialist	2.0
Resource Specialist	0.0
Other	3.0
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution													
Average Class Size				Number of Classrooms*									
				1-20			21-32			33+			
Grade	12	13	14	12	13	14	12	13	14	12	13	14	
Kinder.	27.1	16	21	1	4	1	5	3	5	1			
Gr. 1	26.7	25	24	1	1	1	5	4	5	0			
Gr. 2	26.8	25	24	0	1	1	4	4	4	0			
Gr. 3	29.3	26	24	0	1	1	3	2	4	1	1		
Gr. 4	28	29	19	0		2	3	2	3	0	1		
Gr. 5	32.7	23	8	0	1	9	1	2	3	2			
Gr. 6		24	19		1	10		1	12		1		
English			27						2				
Math			27						2				
Science			28						2				
SS			22			1			2				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$40,216	\$41,318
Mid-Range Teacher Salary	\$68,084	\$65,615
Highest Teacher Salary	\$89,745	\$84,981
Average Principal Salary (ES)	\$117,979	\$107,624
Average Principal Salary (MS)	\$124,291	\$112,817
Average Principal Salary (HS)	\$135,421	\$121,455
Superintendent Salary	\$271,059	\$206,292
Percent of District Budget		
Teacher Salaries	41	40
Administrative Salaries	4	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,660	\$2,155	\$5,504	\$75,637
District	♦	♦	\$5,969	\$76,328
State	♦	♦	\$4,690	\$69,360
Percent Difference: School Site/District			-7.8	-0.9
Percent Difference: School Site/ State			17.4	9.0