



San Marcos High School

1615 San Marcos Blvd. • San Marcos • 7602902200 • Grades 9-12

Adam Dawson, Principal

adam.dawson@smusd.org

<https://sanmarcoshigh.smusd.org/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year

San Marcos Unified School District

255 Pico Ave., Ste. 250
San Marcos
(760) 752-1299
www.smusd.org

District Governing Board

Stacy Carlson, President

Janet McClean, Vice President

Victor Graham, Clerk

Pam Lindamood, Member

Sydney Kerr, Member

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Superintendent

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Instructional Services**

Tiffany Campbell
**Assistant Superintendent
Equity & Secondary Schools**

Henry H. Voros
**Assistant Superintendent
Human Resources**

Mark Schiel
**Assistant Superintendent
Business Services**

School Description

SMHS is a professional, collaborative, community of learners providing a quality, equitable education for all students on a safe and orderly campus. We have an outstanding record based on a philosophy of continuous improvement, an academic belief that all our students can learn, a professional teaching staff committed to helping our students master the curriculum, and a student body dedicated to academic excellence. Our student body is diverse and multicultural, very similar to that of the state of California. We are proud of our cultural diversity and believe it enriches the environment in which our students learn. As a school, we are committed to preparing all students to become self-regulated learners that will graduate as empowered individuals with the 21st-century skills and attitudes necessary to positively contribute to their personal, local, and global communities.

Mission Statement: San Marcos High School believes in empowering the personal growth and honorable contributions of all Knights through high academic, personal, and social expectations of the entire school community.

School-wide Learning Objectives: Students of San Marcos High School are self-regulated learners that will graduate as empowered individuals with 21st century skills and attitudes to positively contribute to their personal, local, and global communities. In order to do this, throughout their time at SMHS, students will demonstrate growth in their ability to: Think critically and creatively in learning and life. Produce various forms of effective communication. Productively interact within collaborative environments for learning and problem solving.

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 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, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	969
Grade 10	887
Grade 11	835
Grade 12	748
Total Enrollment	3,439

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.7
Asian	7.5
Filipino	3.5
Hispanic or Latino	38.6
Native Hawaiian or Pacific Islander	0.7
White	45.7
Two or More Races	0.1
Socioeconomically Disadvantaged	35.3
English Learners	5.7
Students with Disabilities	11.4
Foster Youth	0
Homeless	0.9

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

Teacher Credentials for San Marcos High	17-18	18-19	19-20
With Full Credential	135	127.8	130
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Marcos Unified	17-18	18-19	19-20
With Full Credential	♦	♦	948
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at San Marcos High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

English Language Arts: San Marcos Unified School District high schools offer a coordinated, sequenced curriculum in English Language Arts. In grades 9 and 10, these courses are designated as College Prep and Honors. In grades 11 and 12, students have the opportunity to take College Prep courses along with a choice of Advanced Placement classes. Students develop analytical and interpretative skills as outlined in the California Common Core English Language Arts Standards. They read a range of informational text and literature and have the opportunity to write in various genres for varied audiences.

Math:

Math courses follow a traditional course sequence that incorporates the California Common Core State Standards for Mathematics. Instruction within the classroom integrates conceptual understanding with procedural fluency, and incorporates both the Mathematical Content Standards for each level and the eight Standards for Mathematical Practice that cross grade levels. Students progress through a range of courses including Algebra 1, Geometry, Algebra 2 and advanced mathematics including Statistics, Calculus and Discrete math. Courses are offered at the college preparatory level, as well as Honors and Advanced Placement level.

Science:

SMUSD has transitioned to the Next Generation Science Standards (NGSS) for California Public Schools adopted in September 2013. The district has adopted the California Science Framework's 3-course phenomena-based curricular and instructional model in which all students are exposed to and learn all standards as part of a sequence of courses in The Living Earth, Chemistry in the Earth System, and Physics of the Universe. In addition to these classes, students have access to several elective and Advanced Placement sciences classes. SMUSD teachers are incorporating the California Common Core State Standards in Literacy for Sciences that focus heavily on aspects of reading, writing and research.

Social Studies:

SMUSD History Social Science courses incorporate the California History Social Science Framework adopted in 2016 along with the History Social Science Content Standards for California Public Schools. Additionally, the courses integrate the California Standards for Literacy in the History/Social Sciences. Students take a sequence of courses that include World History, United States History, and United States Government and Economics. Within this sequence students have the opportunity to take college preparatory, Honors and Advanced Placement level courses along with a number of History-Social Science college preparatory electives.

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	California Collections The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Calculus of a Single Variable Big Ideas MATH: Algebra 2 Big Ideas MATH: Geometry Big Ideas MATH: Algebra 1 Big Ideas MATH: Course 3 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Chemistry/ Biology Physics: Principals and Problems Modern Earth Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Ancient/ Modern World History/Americans Government in America Economics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Conditions and Planned Improvements

After 53 years, San Marcos High School has an entirely new school. After spending two years on an interim campus, the school was moved into its fully rebuilt, state of the art facility on January 14, 2014. Every classroom has 21st-century technology including interactive projectors and touch screen computers. In addition to 10 computer labs, technology is integrated into the curriculum for students with 1:1 classroom access via computer carts and a Bring Your Own Device program in select classrooms. The design of the new campus is one of collaboration and transparency. Teachers have collaborative office spaces, and students have ten interior collaborative spaces, including the Student Union, all with an abundance of windows, soft seating, tables, and chairs.

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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/21/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Boys Locker room, problems with the HVAC system exist; concessions ice maker drain screen has debris; mens rr exhaust fan not working; 1 room sewer stoppage exists; Work order placed to Maintenance & Operations Department for repairs.
Interior: Interior Surfaces	Good	1 rooms ceiling tiles are stained; 1 rooms ceiling tiles missing, damaged or loose; 12 rooms walls have damage from cracks, tears, holes or water damage; ; 3 rooms debris around floor & misc. debris; 1 room missing carpet transition strip; 1 room floors and walls need paint; stage rooms needs paint; weight room cracked mirror; Work order placed to Maintenance & Operations Department for repairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	34 rooms cluttered classroom/storeroom; 4 rooms flooring is excessively dirty/stained. Consession stands evidence of pest infestation. Work order placed to Maintenance & Operations Department for repairs.
Electrical: Electrical	Good	Dressing room lights out; Data cover box broke; Unnecessary materials stored in electrical room; possible bad GFCI receptacle and/or bad moulded plug; hand dryer not working in one of the mens rest room; 5 rooms lighting fixture or bulbs are not working or missing; 3 rooms electrical panel blocked. Work order placed to Maintenance & Operations Department for repairs.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	5 rooms sink/fountain is not working; 1 room sink/fountain clogged; 1 room toilet/sink is not working. Work order placed to Maintenance & Operations Department for repairs.
Safety: Fire Safety, Hazardous Materials	Good	1 room compressed gas cylinders are free-standing or otherwise unsecured. Work order placed to Maintenance & Operations Department for repairs.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	Gym vegetation growing in gutters; Obstacle Course 5 dry rot/mold in structural components; Work order placed to Maintenance & Operations Department for repairs.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	22 rooms door handles loose; 2 room door closure adjustment; Work order placed to Maintenance & Operations Department for repairs.
Overall Rating	Good	

B. 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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	68	70	65	67	50	50
Math	42	43	51	52	38	39

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.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	12.8	19.4	51.0

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	794	780	98.24	70.13
Male	391	384	98.21	68.23
Female	403	396	98.26	71.97
Black or African American	15	15	100.00	46.67
American Indian or Alaska Native	--	--	--	--
Asian	62	62	100.00	87.10
Filipino	21	21	100.00	90.48
Hispanic or Latino	331	325	98.19	51.69
Native Hawaiian or Pacific Islander	--	--	--	--
White	350	343	98.00	83.67
Socioeconomically Disadvantaged	307	301	98.05	54.49
English Learners	82	79	96.34	22.78
Students with Disabilities	104	102	98.08	27.45
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

Note: 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.

Note: 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.

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	796	786	98.74	43.49
Male	392	386	98.47	46.49
Female	404	400	99.01	40.60
Black or African American	16	16	100.00	18.75
American Indian or Alaska Native	--	--	--	--
Asian	62	62	100.00	79.03
Filipino	21	21	100.00	61.90
Hispanic or Latino	332	329	99.10	22.87
Native Hawaiian or Pacific Islander	--	--	--	--
White	350	343	98.00	56.43
Socioeconomically Disadvantaged	309	306	99.03	22.62
English Learners	83	82	98.80	4.94
Students with Disabilities	104	102	98.08	6.86
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

Note: 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.

Note: 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.

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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Name of contact person: Enda Davis

Phone number of contact: (760) 290-2200

Parents are welcome at SMHS and play an important part in our success. They participate in School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Orientation, Registration Process, Back to School Night, Eighth Grade Parent Night, Parent Forums, Hon/AP Family Night, Day with a Knight, Valley of Discovery Educational Foundation, Coffee with the Counselors, SDCOE - Dr. Beatriz Villarreal - Programa Para Padres de Familia, Counseling - College/Career Workshops and WASC accreditation along with several other school community partnerships. Our Parent-Teacher Organization (PTO) is a strong supporter and partner with the school and projects during the school year. They assist with communication, staff morale, graduation night, campus beautification, phone notification system, classroom supplies, Department wish lists, and a parent newsletter.

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.

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 each school.

To maintain a safe environment, we have a closed campus, and all visitors must register with security at the main office. We hold fire, earthquake, disaster, and armed intruder lockdown drills throughout the school year. We provide a safe and secure learning environment and consistently monitor student behavior. We work with the city and sheriff's department to minimize traffic and parking problems.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	5.0	3.5	0.8
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.0	1.8	1.5
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	1:413

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	8.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	2.0
Social Worker	1.0
Nurse	1.0
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	0
Other	2.0

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	31	21	19	72	31	42	49	137	35	12	7	86
Mathematics	33	10	34	64	31	13	96	96	35	7	13	75
Science	34	6	6	69	35	8	22	128	37	1	6	66
Social Science	34	13	2	78	34	12	24	130	36	6	2	74

* 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	48	63	62

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 the 2018-19 school year, at the secondary level, the district focused professional learning on the continued implementation of state academic standards in English language arts, English development, mathematics, science, and history. Attention was placed on the integration of common formative and summative assessments in English language arts and math within the instructional cycle. ELA teachers were offered additional support to deepen their understanding of newly adopted instructional materials and how to appropriately use these resources to support student learning. Science teachers were given time to delve deeply into NGSS, aligning and/or creating course outlines and units to the requirements of the new standards. The use of technology within the educational setting to support the implementation of standards and student learning 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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,663	\$48,612
Mid-Range Teacher Salary	\$79,323	\$74,676
Highest Teacher Salary	\$100,274	\$99,791
Average Principal Salary (ES)	\$126,286	\$125,830
Average Principal Salary (MS)	\$133,521	\$131,167
Average Principal Salary (HS)	\$145,758	\$144,822
Superintendent Salary	\$240,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	39%	34%
Administrative Salaries	5%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6970	1393	5577	81137
District	N/A	N/A	7831	81887
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-33.6	-0.9
School Site/ State		

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Advancement Via Individual Determination, AVID, is a college preparatory program for students who are academically poised. AVID enables disadvantaged or underrepresented secondary students to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges.

Another successful specialized program for students is Quest Academy. Quest promotes and supports non-traditional students into Honors and AP classes. 9th Grade Quest students are cohorted with specific teachers in Hon English, math, and a leadership development course. 10th Grade Quest students enroll in Hon English 10, AP World History, Chemistry, and Geometry. Quest is helping to close the participation and success gap in our Hon/AP program as well as our a-g completion rates.

Honors/Advanced Placement (AP) Courses: SMHS offers 30 different Honors / Advanced Placement (AP) courses across all content areas. All students have open access to our Advanced Placement and Honors classes with no recommendations or minimal standards required for admittance. Our instructors have completed subject-specific training for AP and Honors classes through College Board.

Special Education Program: Students with mild/moderate and moderate/severe learning disabilities are entitled to an individual education plan (IEP) and specialized support. San Marcos High School offers a spectrum of service delivery models for special education students, including; full inclusion, co-taught college prep courses, mild/moderate education specialist, social-emotional/academic success, counseling/speech services, workability, and functional/basic skills programs. Appropriate programs and services are provided to all students with disabilities up to the age of 22.

English Learner Program: Most students not yet fluent in English are enrolled in classes that support the acquisition of the English language. We strive to advance our English Learners into regular classes as soon as possible. Students who are learning English receive additional instruction in English Language Development (ELD) classes and/or aide support in ELL cluster classes. All teachers are trained in Specially Designed Academic Instruction in English (SDAIE) strategies.

Air Force JROTC: This program educates and trains high school students in citizenship; promotes community service, instills responsibility, character, and self-discipline; and provides instruction in air and space fundamentals. AFJROTC is grounded in the Air Force core values of integrity first, service before self and excellence in all we do. The curriculum emphasizes the Air Force heritage and traditions, the development of flight, applied flight sciences, military aerospace policies, space exploration, leadership, communication, life skills, financial management, and career opportunities.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for San Marcos High School	2015-16	2016-17	2017-18
Dropout Rate	0	0.4	0.8
Graduation Rate	99.5	96.5	96.9

Rate for San Marcos Unified School	2015-16	2016-17	2017-18
Dropout Rate	0.5	0.9	3
Graduation Rate	97.8	95.3	93.5

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.39
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	71.25

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	11	N/A
Fine and Performing Arts	2	N/A
Foreign Language	4	N/A
Mathematics	10	N/A
Science	11	N/A
Social Science	32	N/A
All courses	71	41.8

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

The following is a list of Career Technical Education (CTE) programs offered at our school. These programs allow students to complete CTE pathways, earn college credit through articulated courses, and participate in industry internships. Engineering (Introduction to Engineering, Principles of Engineering), Computer Science (PLTW Computer Science Essentials, AP Computer Science Principles, Cybersecurity), Agriscience (Ag. Biology, AP Environmental Science, Floriculture, Agriculture Business Management, and Veterinary Science) Design, Visual, and Media Arts (Broadcast Journalism, Adv. Digital Media, Digital Photography, Graphic Design, Screenwriting, Art of Film, Video Production, and Yearbook), Woodworking/ Adv. Manufacturing Pathway (Fine Woodworking, Adv. Wood Technology) Patient Care (Medical Biology, Health Essentials 1 & 2, Sports Medicine, Internships, and Genetics), Public Services (Criminal Justice 1 & 2, Forensics, Psychology), Performing Arts Pathway (Digital Music, AP Music Theory)

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).

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.