San Marcos High School

1615 San Marcos Blvd. • San Marcos • (760) 290-2200 • Grades 9-12
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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

San Marcos Unified School District
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District Governing Board

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Superintendent
Superintendent

Tiffany Campbell
**Assistant Superintendent
Instructional Services**

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

Michael Taylor
**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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	954
Grade 10	963
Grade 11	843
Grade 12	796
Total Enrollment	3,556

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.4
Asian	6.2
Filipino	2.3
Hispanic or Latino	38.4
Native Hawaiian or Pacific Islander	0.6
White	46.3
Two or More Races	3.5
Socioeconomically Disadvantaged	35.2
English Learners	5.2
Students with Disabilities	8
Foster Youth	0.1
Homeless	0.4

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

Teacher Credentials for San Marcos High	18-19	19-20	20-21
With Full Credential	127.8	130	130
Without Full Credential	0	2	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Marcos Unified	18-19	19-20	20-21
With Full Credential	♦	♦	929
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at San Marcos High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	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 2020-21)

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, 2007 Big Ideas MATH: Algebra 2, 2015 Big Ideas MATH: Geometry, 2015 Big Ideas MATH: Algebra 1, 2015 Big Ideas MATH: Course 3, 2015	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Science	Chemistry/ Biology, 2005 Physics: Principals and Problems, 2005 Modern Earth Science, 2003	
	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, 2006 Government in America, 2011 Economics, 2006	
	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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 08/04/2020 - 08/05/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Comm 044: 4: (D) Ceiling tiles missing, damaged or loose Comm 320: 4: (D) Ceilings have damage from cracks, tears, holes, or water damage Comm 609: 4: (D) Ceiling tiles missing, damaged or loose Dimmer Room 720: 4: (D) Ceiling tiles are stained Room 396: 4: (D) Walls have damage from cracks, tears, holes or water damage Wrestling 661: 4: (D) Walls have damage from cracks, tears, holes or water damage
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Electrical 179: 5: (D) Cluttered classroom or storerooms Fire Riser 502: 6: (D) Evidence of ants Prep 512: 5: (D) Cluttered classroom or storerooms Room 509: 6: (D) Evidence of ants Room 516: 5: (D) Cluttered classroom or storerooms Storage 040: 5: (D) Cluttered classroom or storerooms Storage 668: 5: (D) Cluttered classroom or storerooms Wood Lab 505:

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		5: (D) Horizontal surfaces are excessively dusty/dirty
Electrical: Electrical	Good	Mech 368: 7: (D) Electrical outlet covers or light switch covers are damaged or missing Receiving 730: 7: (D) lighting fixture or bulbs are not working or missing Room 248: 7: (D) Electrical outlet covers or light switch covers are damaged or missing Room 334: 7: (D) Electrical outlet covers or light switch covers are damaged or missing Room 759: 7: (D) Electrical outlet covers or light switch covers are damaged or missing Storage 354: 7: (D) lighting fixture or bulbs are not working or missing Work Room 526: 7: (D) Electrical panel blocked
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Concessions 029: 9: (D) Sink/fountain is clogged Girls Locker 637: 9: Shower leaks from nozzle. Water off to shower. Girls RR 169: 8: (D) Toilet/urinal/sink is not working Kiosk 530: 9: (D) Sink/fountain is not working
Safety: Fire Safety, Hazardous Materials	Good	Laundry 614: 11: (D) Pesticides found (if found, they should be immediately removed) Room 521: 10: (D) Fire extinguisher is blocked Training 613: 10: (D) Fire extinguisher is blocked
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	70	N/A	67	N/A	50	N/A
Math	43	N/A	52	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	48	N/A	42	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded [1]
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)
Name of contact person: Vanessa Ortiz
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 (School Year 2020-2021)

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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.5	0.8	1.8	1.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	444.5

*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3.3
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	6.3

*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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	31	42	49	137	35	12	7	86	34	10	12	82
Mathematics	31	13	96	96	35	7	13	75	34	7	13	72
Science	35	8	22	128	37	1	6	66	36	4	6	70
Social Science	34	12	24	130	36	6	2	74	36	6	7	70

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	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 2019-20 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 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,853	$50,029
Mid-Range Teacher Salary	$81,703	$77,680
Highest Teacher Salary	$103,282	$102,143
Average Principal Salary (ES)	$130,413	$128,526
Average Principal Salary (MS)	$134,412	$133,574
Average Principal Salary (HS)	$152,000	$147,006
Superintendent Salary	$245,000	$284,736

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	33.0
Administrative Salaries	4.0	5.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6738	1305	5433	75475
District	N/A	N/A	8002	$80,122
State	N/A	N/A	$7,750	$83,052

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-35.7	1.3
School Site/ State	-32.6	-2.3

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

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.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Rate for San Marcos High School	2016-17	2017-18	2018-19
Dropout Rate	0.4	0.8	2.2
Graduation Rate	96.5	96.9	96.8

Rate for San Marcos Unified School	2016-17	2017-18	2018-19
Dropout Rate	0.9	3	3.4
Graduation Rate	95.3	93.5	93.6

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	1444
% of pupils completing a CTE program and earning a high school diploma	58.1
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	12.5

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	98.68
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	68.98

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	11	N/A
Fine and Performing Arts	6	N/A
Foreign Language	5	N/A
Mathematics	8	N/A
Science	10	N/A
Social Science	36	N/A
All courses	78	44.9

*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).

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.