

San Marcos High 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

School Name	San Marcos High School
Street	1615 San Marcos Blvd.
City, State, Zip	San Marcos
Phone Number	(760) 290-2200
Principal	Adam Dawson
Email Address	adam.dawson@smusd.org
School Website	https://sanmarcoshigh.smusd.org/
County-District-School (CDS) Code	37737913737632

2022-23 District Contact Information

District Name	San Marcos Unified School District
Phone Number	(760) 752-1299
Superintendent	Dr. Andy Johnsen, Superintendent
Email Address	Andy.Johnsen@smusd.org
District Website Address	www.smusd.org

2022-23 School Overview

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 this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	843
Grade 10	893
Grade 11	891
Grade 12	902
Total Enrollment	3,529

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.4
American Indian or Alaska Native	0.4
Asian	5.4
Black or African American	1.3
Filipino	2.1
Hispanic or Latino	38.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	4.1
White	47.6
English Learners	6.4
Foster Youth	0.0
Homeless	0.8
Migrant	0.1
Socioeconomically Disadvantaged	33.3
Students with Disabilities	11.8

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	95.80	79.38	702.00	86.80	228366.10	83.12
Intern Credential Holders Properly Assigned	0.40	0.35	1.40	0.18	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	24.40	20.26	90.60	11.20	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	14.60	1.82	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	120.70	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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	24.40	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	24.40	

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	
Total Out-of-Field Teachers	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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	22.10	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.00	

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

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 Data Science. Courses are offered at the college preparatory level, as well as the Honors and Advanced Placement levels.

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 Biology of 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.

Year and month in which the data were collected

10/29/21

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections, 2017	Yes	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	Yes	0%
Science	Chemistry/ Biology, 2005 Physics: Principles and Problems, 2005 Modern Earth Science, 2003	Yes	0%
History-Social Science	Ancient/ Modern World History/Americans, 2006 Government in America, 2011 Economics, 2006	Yes	0%

School Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvements

SMHS was moved into its fully rebuilt, state-of-the-art facility on January 14, 2014. Technology is integrated into the curriculum for students via Google Classroom, Desmos, Padlet, Ed Puzzle, etc. Each student has been issued a Chromebook and we are also a "Bring Your Own Device" site. The design of our campus is one of collaboration and transparency. Teachers have collaborative office spaces, and students utilize interior collaborative spaces, including the Student Union, ASB, & Future Center all with an abundance of windows, 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 Conditions and Planned Improvements

Year and month of the most recent FIT report

10/21/2021 - 11/01/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Athletic 619: 4: Missing room sign Athletic 620: 4: Missing room sign Boys Locker 623: 4: Missing room sign Coaches 625: 4: Missing room sign Comm 028: 4: (D) Ceiling tiles are stained Comm 044: 4: (D) Ceiling tiles missing, damaged or loose Comm 320: 4: (D) Ceiling tiles missing, damaged or loose Storage 605: 4: Room sign missing Weight Room 663: 4: Broken wall mirrors
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Room 516: 7: (D) Electrical components are damaged or not functioning properly
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Mens RR 604: 9: (D) Sink/fountain is not working
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 204: 15: (D) Loose or sticky door locks and latches

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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	59	N/A	60	N/A	47
Mathematics (grades 3-8 and 11)	N/A	33	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
All Students	859	821	95.58	4.42	59.10
Female	442	423	95.70	4.30	67.22
Male	416	397	95.43	4.57	50.38
American Indian or Alaska Native	--	--	--	--	--
Asian	43	41	95.35	4.65	75.61
Black or African American	15	15	100.00	0.00	46.67
Filipino	19	19	100.00	0.00	63.16
Hispanic or Latino	324	308	95.06	4.94	40.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	35	87.50	12.50	80.00
White	411	396	96.35	3.65	69.95
English Learners	48	42	87.50	12.50	9.76
Foster Youth	0	0	0.00	0.00	0.00
Homeless	26	26	100.00	0.00	32.00
Military	17	16	94.12	5.88	68.75
Socioeconomically Disadvantaged	236	226	95.76	4.24	41.52
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	93	79	84.95	15.05	15.38

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
All Students	858	820	95.57	4.43	32.93
Female	442	420	95.02	4.98	34.76
Male	415	399	96.14	3.86	31.08
American Indian or Alaska Native	--	--	--	--	--
Asian	43	41	95.35	4.65	60.98
Black or African American	15	14	93.33	6.67	28.57
Filipino	19	19	100.00	0.00	57.89
Hispanic or Latino	324	308	95.06	4.94	13.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	36	90.00	10.00	44.44
White	410	395	96.34	3.66	43.04
English Learners	48	44	91.67	8.33	6.82
Foster Youth	0	0	0.00	0.00	0.00
Homeless	26	25	96.15	3.85	4.00
Military	17	16	94.12	5.88	50.00
Socioeconomically Disadvantaged	236	226	95.76	4.24	16.81
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	93	81	87.10	12.90	3.70

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
Science (grades 5, 8 and high school)	NT	42.02	--	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
All Students	1752	1695	96.75	3.25	42.02
Female	860	830	96.51	3.49	43.36
Male	891	864	96.97	3.03	40.67
American Indian or Alaska Native	--	--	--	--	--
Asian	99	98	98.99	1.01	65.31
Black or African American	33	32	96.97	3.03	46.88
Filipino	45	44	97.78	2.22	65.91
Hispanic or Latino	651	630	96.77	3.23	22.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	73	71	97.26	2.74	45.07
White	838	807	96.3	3.7	52.86
English Learners	80	77	96.25	3.75	1.3
Foster Youth	0	0	0	0	0
Homeless	52	52	100	0	9.62
Military	44	43	97.73	2.27	53.49
Socioeconomically Disadvantaged	482	469	97.3	2.7	21.37
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	187	171	91.44	8.56	9.36

2021-22 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), Agriscience (Ag. Biology, Ag. Chemistry, AP Environmental Science, Floral Design, Agriculture Business Management, and Veterinary Science) Design, Visual, and Media Arts (Digital Photography, Graphic Design, Screenwriting, Art of Film, Video Production, and Yearbook), Woodworking/ Adv. Manufacturing Pathway (Fine Woodworking, Adv. Wood Technology) Patient Care (Health Essentials 1 & 2), Public Services (Criminal Justice 1 & 2, Forensics, Psychology), Performing Arts Pathway (Digital Music, AP Music Theory)

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1684
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	53.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	78.83

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 9	1.87%	100.00%	9.60%	100.00%	5.60%

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

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.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		2.6	2.5		3.6	3.3		8.9	7.8
Graduation Rate		95.2	96.4		93.4	94.9		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	917	884	96.4
Female	428	418	97.7
Male	489	466	95.3
American Indian or Alaska Native	--	--	--
Asian	57	57	100.0
Black or African American	19	17	89.5
Filipino	27	25	92.6
Hispanic or Latino	331	318	96.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	34	33	97.1
White	443	428	96.6
English Learners	71	66	93.0
Foster Youth	--	--	--
Homeless	41	37	90.2
Socioeconomically Disadvantaged	375	358	95.5
Students Receiving Migrant Education Services	26	24	92.3
Students with Disabilities	106	92	86.8

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3629	3589	721	20.1
Female	1804	1780	356	20.0
Male	1824	1808	365	20.2
American Indian or Alaska Native	20	16	4	25.0
Asian	189	189	11	5.8
Black or African American	46	46	8	17.4
Filipino	78	77	8	10.4
Hispanic or Latino	1427	1407	401	28.5
Native Hawaiian or Pacific Islander	12	12	3	25.0
Two or More Races	148	146	21	14.4
White	1709	1696	265	15.6
English Learners	252	249	83	33.3
Foster Youth	0	0	0	0.0
Homeless	134	132	51	38.6
Socioeconomically Disadvantaged	1264	1238	372	30.0
Students Receiving Migrant Education Services	4	4	2	50.0
Students with Disabilities	439	435	171	39.3

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	1.49	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	0.60	4.00	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	4.00	0.00
Female	2.44	0.00
Male	5.54	0.00
American Indian or Alaska Native	10.00	0.00
Asian	0.53	0.00
Black or African American	6.52	0.00
Filipino	1.28	0.00
Hispanic or Latino	6.45	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.70	0.00
White	2.46	0.00
English Learners	10.32	0.00
Foster Youth	0.00	0.00
Homeless	9.70	0.00
Socioeconomically Disadvantaged	6.88	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.25	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 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.

2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	34	10	12	82
Mathematics	34	7	13	72
Science	36	4	6	70
Social Science	36	6	7	70

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	34	14	3	53
Mathematics	39	5	2	52
Science	39	1	6	37
Social Science	39	2	5	40

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	20	23	72
Mathematics	32	8	30	53
Science	34	3	14	49
Social Science	31	15	16	63

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	705.8

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
Counselor (Academic, Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	2.0
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	17.0

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
School Site	6825	1235	5590	82553
District	N/A	N/A	8305	\$86,950
Percent Difference - School Site and District	N/A	N/A	-35.7	1.3
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-16.5	-2.3

2021-22 Types of Services Funded

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

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 specialists, 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.

Emerging Bilingual 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 Emerging Bilinguals 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 EB 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's 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.

Career Technical Education (CTE): SMHS offers over 10 CTE pathways for students to become completers and earn advanced certificates, internships, and job experience while in high school.

Counseling Services: SMHS offers a variety of group and individual counseling services to support social-emotional well-being including; grief, addiction, gender identity, gang diversion, decision-making, anxiety & depression, etc.

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

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	38.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	13
Fine and Performing Arts	4
Foreign Language	4
Mathematics	10
Science	9
Social Science	33
Total AP Courses Offered Where there are student course enrollments of at least one student.	77

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 for Instructional Leadership (NISL).

In the 2021-2022 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 identifying key learnings and the integration of common formative assessments in English language arts and math within the instructional cycle. Math teachers were provided the opportunity to engage in Standards for Mathematical Practices. 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.

Various means of professional learning were offered: professional development 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.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement			