

San Marcos High School

School Accountability Report Card

Reported for School Year 2003-04

Published During 2004-05

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03. Other parts of this report were written in 2004-05.

School Information		District Information	
School Name	San Marcos Senior High	District Name	Santa Barbara High
Principal	Mr. J. Craig Morgan	Superintendent	Dr. J. Brian Sarvis
Street	4750 Hollister Ave.	Street	720 Santa Barbara Street
City, State, Zip	Santa Barbara, CA 93110-1921	City, State, Zip	Santa Barbara, CA 93101
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School Description

Established in 1958, San Marcos High School is centered between Santa Barbara and Goleta. The school, serving approximately 2,194 ninth through twelfth graders, offers a varied curriculum with an active extracurricular program. The faculty includes 83 teachers, five counselors, four administrators, an Athletic Director and one librarian.

Facilities include a gymnasium and swimming pool, a newly refurbished auditorium and a Greek theater, a library, a cafeteria, an IBM and demonstration computer lab, a Career Center, a Wellness Resource Center with a full-time health aide, and a PACE Center providing child care for students who are also parents.

Over 200 academic and elective offerings include the Gifted and Talented Program (GATE) and Advanced Placement (AP) classes in art, English, history (U.S., European), American government, Spanish, French, Latin, German, calculus, AP economics, biology, chemistry, statistics, and physics. English Language Development (ELD) classes develop English ability so that limited-English speaking students can be successful in the regular program.

A Regional Occupation Program (ROP) provides training in several vocations, with courses located both at business sites and on campus. ROP has a Nursing Program and Health Academy on campus. The interscholastic athletic program has 57 teams for both males and females. The girls cross country team won the California Interscholastic Federation Academic Championship while 15 other varsity teams had a 3.0 or better grade point average. One thousand fifty students participated in athletics lead by 99 coaches; 24 on staff and 75 walk-ons.

An outstanding performing arts department includes award-winning marching and jazz bands; the Madrigal Singers who perform for service clubs and in concerts; a drama department that offers a fall production such as *Two Gentlemen of Verona*, an evening of one-act plays, a full-scale production of the Broadway musical, *Fiddler On the Roof*, and a school-wide talent showcase called Royal Blue Revue.

The learning community of San Marcos High School is responsible for providing all students an academically challenging education. A rigorous curriculum, a broad and varied elective program, and a range of student activities provide multiple opportunities for our students to succeed. High expectations for achievement and behavior facilitate

the development of students as academic achievers, community participants, and effective thinkers and communicators. We remain committed to fostering a supportive school climate that celebrates diversity; promotes healthy self-esteem; and enhances positive relationships among students, staff, parents, and community members.

Mission Statement

The San Marcos High School community will provide each student with an academically challenging and meaningful standards-based education in a safe and supportive environment. A strong academic foundation enhanced by varied elective, vocational, and student activity programs provides the best opportunity for students to:

- understand and respect diversity;
- balance individual and civic responsibilities;
- participate in an increasingly technological society;
- take responsibility for their own learning and personal development.

Opportunities for Parental Involvement

An involved Parent Teacher Student Association (PTSA) builds strong communications between home and the school by publishing newsletters, by volunteering for school activities, and by raising money for classroom enrichment. The PTSA meets monthly and publishes *The Lion's Tale* monthly on-line and in print. They also publish an annual Student Directory.

PTSA Contact Person Name: Sue Douglas, President, 2004-2005, Suzy Cawthon, first Vice President, 2004-2005 and 2005-2006, (805) 967-4581

ELAC Contact Person Name: Carlos Cohen, (805) 967-4581

Athletic Boosters Contact Person Name: Kevin Young, (805) 967-4581

Band Boosters Contact Person Name: Mrs. Patty Volner-Dison, (805) 967-4581

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS), October 2003.

Grade Level	Enrollment
Grade 9	591
Grade 10	512
Grade 11	503
Grade 12	471
Total Enrollment	2,077

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS, October 2003.

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	27	1.3
American Indian or Alaska Native	30	1.4
Asian	64	3.1
Filipino	22	1.1
Hispanic or Latino	853	41.1
Pacific Islander	6	0.3
White (Not Hispanic)	1,074	51.7
Multiple or No Response	1	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: May 2005

Date Last Discussed with Staff: November 2004

The school has a site emergency plan, and safety exercises are held regularly. Five persons are employed as campus security supervisors to maintain a safe campus while students are present. In addition, a full time health assistant is on staff to assist students with medical needs. Security persons and all administrators are equipped with two-way radios for emergency communications on site and Nextel radios for local and district communication. The Sheriff's Department has also assigned a full time resource officer to the San Marcos High School campus.

The School Safety Plan is broken into four components addressing areas of pride and concern:

1. Personal Characteristics of Students and Staff:
 - San Marcos High School celebrates the diversity in our student population; coordinates programs that acknowledge student talents, athletics, and special interest; collaborates with community and business groups in supporting student needs; and presents a warm welcome to all who interface with our school.
 - San Marcos High School works in a variety of ways to foster a welcoming atmosphere; to ensure staff and students are recognized for individual achievements; and to ensure that all staff are equipped to deal with emergencies.
2. The School's Physical Environment:
 - The school is in good physical condition with remodeling in process and procedures and resource materials are in place to train staff and practice for incidences ranging from harassment to natural disasters and violent behaviors.
 - San Marcos High School continues to work with community members including the District Attorney's Truancy Program, Council on Alcoholism and Drug Abuse (CADA), and the Gang Task Force to ensure student safety while on campus.
3. The School's Culture:
 - Students at San Marcos High School generally feel safe at school and supported by staff; Anti-Defamation League Peer Trainers conduct mini anti-bias workshops with all ninth graders.
 - Areas of concern being addressed are student attendance, dress code, graffiti and litter, parking, alcohol and drug use.
4. The School's Social Environment:
 - The school's administration and staff are cooperative, friendly, and helpful; the School Site Council assists with school governance; intervention programs are in place to support students; and the block schedule coupled with powerful teaching lends to an environment where students believe they can be successful and receive a good education.
 - San Marcos High School works to keep students informed; fairly enforce rules and regulations with students; nurture community alliances; maintain the upkeep of facilities, and plan and conduct beautification projects.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2002	2003	2004	2002	2003	2004
Number of Suspensions	595	651	572	2425	2156	2325
Rate of Suspensions	29.8%	32.9%	27.5%	23.5%	20.7%	22.1%
Number of Expulsions	7	11	15	58	74	58
Rate of Expulsions	.4%	.6%	.7%	.6%	.7%	.6%

School Programs and Practices that Promote a Positive Learning Environment

Rules of conduct and disciplinary procedures are detailed in the student handbook received by every student and parent. Causes for suspension and expulsion are given, with specific penalties for repeat offenses. The school disciplinary philosophy is progressive. We expect our students to show respect for one another. In place is an intervention center, an after school homework and detention program, and a Saturday School program. Council on Alcoholism and Drug Abuse (CADA) provides two full-time Youth Services Specialists who work with at-risk students to provide counseling, promote a drug-free environment and train peer mediators. These programs are designed to assure a safe, disciplined, and orderly learning environment for all students. CADA also provides Teen Court and the Super Program. In addition, San Marcos High School is staffed with a full time staff member from CADA to handle truancy issues relating to school attendance.

San Marcos High School's Student Study Team (SST) meets bi-monthly with students who are having academic challenges. Teachers and counselors, parents and students meet and develop a plan to insure success at San Marcos High School. The SST conducts follow-up meetings and recognizes students who have shown improvement.

Additional programs and resources include:

- an after school tutoring program, Programa Exito, is held Monday through Thursday, 3:15 to 5:30 p.m.;
- San Marcos High School has a full time community liaison who assists parents in obtaining school information including translation services.

School Facilities

San Marcos High School puts the safety of its students and staff members first. With the help of campus supervisors, a full custodial crew, a full-time resource officer provided by the County Sheriff's Department, and a helpful classified office staff, the campus is a secure and clean environment for its students and employees. Two full time gardeners maintain landscaping, playing fields and a beautiful appearance of 56 acres of campus.

Examples of safety and cleanliness include:

- the immediate removal of graffiti;
- visitors check in and out at the front office;
- the side gate to the school remains locked in the busiest time of the school gate to detour outsiders from coming through;
- administrators regularly supervise nutrition, lunch and class breaks as well as special events such as athletics and cultural arts events.

In addition to the daily removal of trash and regular facility maintenance, the campus under goes a complete cleaning during the recess periods when students are not on campus. All restroom and toilet facilities are fully operational.

Built in 1958, the school is in excellent condition. However, it needs upgrades in terms of Americans with Disabilities Act compliance, as well as heating and cooling appliances. All maintenance issues are addressed by our custodians and with the assistance from our district office maintenance crew, which specializes in certain areas (e.g., gardeners, plumbers, painters, welders, carpenters). No emergency facilities needs exist at the school.

Measure V Improvements

- The school’s auditorium has been recently renovated with state-of-the-art equipment and aesthetic styling.
- The telephone and fire alarm system has been recently updated.
- Plans are under way for renovating the gym and pool facilities.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

California Standards Tests - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	45	51	50	44	48	50	32	35	36
Mathematics	21	24	18	32	34	30	31	35	34
Science	48	53	35	50	54	34	30	27	25
History-Social Science	43	45	43	44	43	44	28	28	29

California Standards Tests - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in 2003-04.

Subject	African-American	American Indian or Alaska Native	Asian	Hispanic or Latino	White (not Hispanic)
English-Language Arts	47	50	67	24	69
Mathematics	5	10	37	4	27
Science	21	38	58	12	52
History-Social Science		47	45	20	59

California Standards Tests - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in 2003-04.

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	45	55	3	14	51	8	56	27
Mathematics	19	16	2	14	18	4	19	0
Science	38	33	2	10	36	11	38	18
History-Social Science	45	40	1	7	44	6	48	

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Norm-Referenced Test - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	63	59	---	58	57	---	43	43
Mathematics	---	62	59	---	61	59	---	50	51

Norm-Referenced Test - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile in 2003-04.

Subject	African-American	American Indian or Alaska Native	Asian	Hispanic or Latino	White (not Hispanic)
Reading	63	62	66	32	79
Mathematics	53	48	81	35	76

Norm-Referenced Test - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile in 2003-04.

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	54	64	6	14	60	15	65	27
Mathematics	59	58	17	38	59	19	64	64

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) in 2003-04. Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pfl>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
9	32.4	28.8	34.9	38.6	34.1	42.5	26.3	25.3	27.2

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	99	96	98	Percent Tested	96	98	98
API Base Score	718	695	717	API Growth Score	692	732	731
Growth Target	4	5	4	Actual Growth	-26	37	14
Statewide Rank	8	8	n/a				
Similar Schools Rank	10	8	n/a				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Hispanic or Latino				Hispanic or Latino			
API Base Score	550	550	583	API Growth Score	530	603	608
Growth Target	3	4	3	Actual Growth	-20	53	25
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	805	785	805	API Growth Score	793	814	819
Growth Target	A*	4	A*	Actual Growth	-12	29	14

* "A" means the subgroup scored at or above the Statewide Performance Target of 800.

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score	541	552	560	API Growth Score	538	580	587
Growth Target	3	4	3	Actual Growth	-3	28	27

Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement		---
Year in Program Improvement		---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Identified for Program Improvement	---	15.4

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	No	Yes	---	No	No
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	No	Yes	---	No	Yes
African American	---	n/a	n/a	---	No	Yes
Asian	---	n/a	n/a	---	Yes	Yes
Hispanic or Latino	---	No	No	---	Yes	Yes
White (not Hispanic)	---	No	Yes	---	No	Yes
Socioeconomically Disadvantaged	---	No	No	---	Yes	Yes
English Learners	---	No	No	---	Yes	Yes
Students with Disabilities	---	n/a	No	---	No	No

IV. School Completion (Secondary Schools)

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9-12 dropouts divided by grades 9-12 enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Enrollment (9-12)	2,030	1,998	1,981	6,510	6,578	6,766	1,735,576	1,772,417	1,830,664
Number of Dropouts	12	13	10	65	33	52	47,899	48,210	58,493
Dropout Rate (1-year)	0.6	0.7	0.5	1.0	0.5	0.8	2.8	2.7	3.2
Graduation Rate	98.4	97.2	98.2	95.6	96.4	96.9	86.7	87.0	86.7

V. Class Size

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2002				2003				2004			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.7	16	18	8	23.2	26	12	9	25.6	21	17	7
Mathematics	25.6	15	14	5	24.3	24	25	9	25.9	12	11	5
Science	29.7	4	11	10	30.2	1	31	8	29.2	2	18	5
Social Science	30.1	1	21	9	27.6	8	15	9	27.5	4	18	2

VI. Teacher and Staff Information

Core Academic Courses Not Taught by NCLB Compliant Teachers

The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	31.5	---
All Schools in District	---	39.9
High-Poverty Schools in District	---	50.0
Low-Poverty Schools in District	---	41.8

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1". If a teacher works at two schools, he/she is only counted at one school.

	2002	2003	2004
Total Teachers	86	82	86
Teachers with Full Credential	82	78	83
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)	0	0	2
Teachers in Alternative Routes to Certification (district and university internship)	0	1	1
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	3	3	4
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	1	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2004
Misassignments of Teachers of English Learners	6
Total Teacher Misassignments	8

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2004
Vacant Teacher Positions	0

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	2.3	1.9
Master's Degree plus 30 or more semester hours	19.8	10.0
Master's Degree	31.4	41.2
Bachelor's Degree plus 30 or more semester hours	36.0	34.9
Bachelor's Degree	10.5	11.7
Less than Bachelor's Degree	0.0	0.2

Teacher Evaluations

Teacher evaluation procedures and criteria are defined in the agreement between the districts and the Santa Barbara Teachers Association. Temporary and probationary teachers receive three formal observations and an evaluation the first year, and two formal observations and an evaluation the second year. Permanent teachers are observed and evaluated once every other year. Copies of all evaluations are kept in the Personnel file. The school principal and the teacher also retain a copy. There are no unscheduled evaluations. Recommended areas for improvement are noted in the evaluation and teachers' performance is determined to be either satisfactory or unsatisfactory.

Evaluation criteria include:

- Engaging and supporting all students in learning
- Understanding and organizing subject matter knowledge for student learning
- Assessing student learning
- Creating and maintaining an effective environment for students
- Planning instruction and designing learning experiences for all students
- Developing as a professional educator

Three days per year are dedicated to staff development.

Substitute Teachers

On rare occasions it has been difficult to secure qualified substitute teachers. At these times, resource personnel or other teachers have filled in. This has not had an impact upon the instructional program

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	5
Librarian	1
Psychologist	2
Nurse/Health Assistant	1.3
Speech/Language/Hearing Specialist	1
Title One Coordinator	1
Community Liaison	1

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
5.0	415.4

VII. Curriculum and Instruction

School Instruction and Leadership

Principal Craig Morgan with three assistant principals, a lead counselor, an athletic director, an activities director and a Title I coordinator make up the school leadership team, which meets weekly. A Principal's Advisory Council (PAC) meets monthly and there are also monthly staff meetings. San Marcos shares decision making with parents, students, administration and faculty, - all stakeholders in a community-based school. Faculty, parents, and students play vital roles on the School Site Council, making decisions relating to budget and development, staff development, assessment and accountability, school growth and technology. It also advises on matters relating to policy, curriculum, administration, community relations, and develops, implements, and assesses an annual Single Plan for Student Achievement. Two new positions have been created to support the needs of our socioeconomic disadvantaged students, the Title One coordinator and the community liaison. Both positions help support those needs of our diverse student population.

San Marcos continues on a block schedule where students take between six to eight 90-minute classes a year. Students may complete 16 classes a year instead of the traditional 12, allowing more opportunities for electives. Over 83 percent of the 2004 senior class had over 240 units required for graduation. The 90-minute period provides more time for teachers to get to know their students, to respond to the work of 90 students (instead of the traditional 150), to develop classroom projects, to vary class instruction, and to have students work in the computer labs.

Innovative Classes

- American Experience combines eleventh grade U.S. History (AP) and American Literature (GATE).
- Mexican-American/Latino Literature.
- Royal Introduction to Scholastic Improvement (RISE class), a required ninth grade nine-week course, focuses on study skills, student motivation, and preparation for the full academic curriculum.
- Electives such as Jazz Ensemble, Quantitative Physics, Junior Reserve Officer Training Corp (JROTC), sculpture and jewelry.
- REACH (Reaching Excellence through Achievement), a class for a selected group of students who have potential for college but may need additional tutoring in math and English to succeed in higher education.

Information Systems

- Each classroom has a TV/VCR so that teachers can enrich their instruction with selective video presentations, and receive school-wide information from the student production of Royal Report.
- A telephone in each room makes it easier for teachers to communicate with parents.
- Classrooms are equipped with an intercom system.
- All rooms have a computer station with internet access.
- Many classrooms have video data projectors.
- Science labs are linked to real-time satellite feed from Cal Tech and UCSB, allowing for student exploratory research. A satellite dish allows long-distance learning.
- The Health Academy is a three-year program that provides students with opportunities to learn about the health care industry through hands-on experience.
- A bulletin is published three times a week in addition to a student run-around.
- Plans for a Title I computer lab are in the process.

Community Service

A total of 60 hours of community service are required for graduation from San Marcos High School, allowing students to realize a sense of community and achievement. The senior class will have completed 26,000 hours of community service.

At San Marcos all curricular areas are aligned with the state standards for curriculum. Students are using textbooks and materials that are current with the standards. Teachers' lesson plans include explanation of the standards being addressed. Of primary concern is how instruction will prepare students to meet the standards. As part of a continual analysis of assessment data, decisions can be made about instruction and learning to address any gaps in teaching and learning. By examining such gaps, teachers can identify which concepts need to be re-taught so that all students will achieve mastery.

San Marcos offers a variety of programs to meet the various academic needs of the student population:

- English language learners (ELL) meet individually with their counselors to ensure the appropriate placement of their scheduling needs. All ELL students are assessed using the California English Language Development Test (CELDT) at enrollment to determine levels of English proficiency. The English Language Development (ELD) counselors work closely with the ELD department chair to discuss and implement effective changes regarding scheduling needs of students, testing, and cording with feeder school registration of incoming ELD students.
- San Marcos offers a continuum of services for students with special needs based on Individualized Education Plan (IEP) goals and objectives. An individual instruction class is provided for students whose needs have been identified and are assigned to the regular education program for the majority of their school day. It is designed to support students with their regular education classes as well as teach organizational study skills. Special education courses (Special Day Class or SDC) are special education adaptations of the offered general education and college prep courses. The classes are designed to support students' academic and personal growth and are very structured. The E.D. Program helps prepare students identified as having emotional issues to live and work successfully in the community. These students are mainstreamed into regular educational classes for part of the school day with the help of paraprofessionals.
- The Pathfinders Program is a satellite campus that offers special education students a unique learning environment.
- Additional special education services include hard of hearing and vision specialists, assistance in speech and language deficits, and adaptive physical education.
- San Marcos has over 300 students enrolled as Gifted and Talented Education (GATE) students. Students test into this program but San Marcos makes space available for non-GATE identified students who wish to undertake a more rigorous curriculum
- Two full-time Youth Service Specialists who work for the Fighting Back Program of the Council on Alcoholism and Drug Abuse provide a number of programs that focus on prevention of substance abuse and intervention with at-risk students: Reconnecting Youth, Peer Mediation, individual counseling, Life Skills, SUPER, Friday Night Live, Red Ribbon Week, Smoke Free programs, and "I'm Free 4 the Weekend."
- The Truancy Program enlists the help of CADA to provide a full time employee who meets with students on a daily basis to monitor and help supervise attendance issues.
- SMHS also offers a weekly anger management class managed by one of our counselors. These students meet once a week and discuss issues related to anger management conflict resolutions.
- California Student Opportunity Access Program (CalSOAP) provides tutors, college orientations, summer programs, financial aid workshops, PSAT/SAT workshops, college application workshops, guest speakers, and school materials to first generation, under-represented college bound students. Programa Exito is available after school for all ELL students in need of academic support.
- Crisis prevention intervention training was offered in the spring to our special education aides and campus supervisors to train them to interact more effectively with students with special needs and mediate conflict resolutions.

Assessments that are given to students statewide (California Standards Test, California High School Exit Exam, and CELDT) enable members of the faculty to evaluate overall student progress. The school has produced two major reports for each teacher, class by class, showing the performance of each student for these assessments. One of the reports shows each student's language proficiency and demographics, student scores aligned with state cut points on each test (advanced, proficient, basic, below basic, and far below basic), and a profile of each student's strengths and weaknesses through a cluster score comparison to state scores at the proficient level.

Assessment of student performance has been ongoing at San Marcos since restructuring ten years ago. The Assessment and Accountability Committee meets to evaluate data. A variety of student assessment information is available to all parents, students, and teachers.

At San Marcos, all teachers receive notification of a student's level of English fluency, once the student has taken the CELDT test and scores are delivered to the school. With that information, teachers can give students with lower levels of English fluency extra attention to help students excel.

Students who are identified as under-performing on statewide assessments are being given additional support in reading. These students participate in Reading For Success or High Point (for ELD students) specifically created to address reading deficits. As students are identified with deficits in math skills, sections of math classes are added to meet their needs.

All tenth graders at San Marcos participate in a special counseling meeting to evaluate a student's graduation status and future plans. The team discusses whether or not the student is on track to graduate on time, career options, educational goals and post high school planning.

Professional Development

The staff at San Marcos is comprised of 95 credentialed members and 55 classified members. Many certificated and classified personnel are fluent in a variety of languages. Currently, 42 percent of our certificated personnel have earned advanced degrees, 16 with master of education degrees and 24 others have earned masters degrees in a variety of academic subject areas. One teacher holds a juris doctor degrees and another is National Board Certified.

San Marcos personnel actively participate in professional growth and in-service activities. Our teachers and counselors attend workshops on relevant and timely topics such as technology, core standards development, sexual harassment, bias-related incident protocol, as well as Gifted And Talented Education (GATE) and Advanced Placement (AP) conferences. They also play a key role in presenting in-service training to their colleagues. The district provides three days in the school year for staff development.

New teachers to San Marcos participate in Beginning Teacher Support and Assessment. All teachers are observed and evaluated by administrators, informally throughout the year, and formally every two years. Probationary and temporary teachers have more opportunities for observation, reflection, and evaluation.

All staff participated in CPR and automated external defibrillator training.

Quality and Currency of Textbooks and Other Instructional Materials

History books for English learners, as well as some mathematics textbooks used in the 2004-2005 school year are not from the list of standards-based materials adopted by the Santa Barbara School Districts' Board of Education. For each subject area listed below, there are sufficient textbooks in good condition for each student.

Subject	Textbook	Adopted by the Board of Education	Year Adopted	Sufficient Textbooks for Each Pupil
English/Language Arts	Grades 9-10: Holt, Rinehart and Winston: <i>Holt Literature and Language Arts, 2003</i>	Yes	2003	Yes
	For Reading Intervention: SRA/McGraw-Hill, <i>SRA</i>	Yes	2000	Yes
	For English Learners: Hampton-Brown Company, <i>High Point EL, 2001</i>	Yes	2003	Yes
Mathematics	Grades 9-12: McDougal Littell, <i>Algebra 1: Concepts and Skills</i> and <i>Algebra, Algebra 2, Geometry, Geometry: Concepts and Skills</i>	Yes	2002	Yes
	Grades 9-12: College Preparatory Mathematics, <i>Foundations for Algebra, Math 1 (Algebra 1), Math2(Geometry)</i> and <i>Math 3 (Algebra 2)</i>	No	-	Yes
	Grades 9-12: Prentice Hall, <i>Prentice Hall Pre-Algebra, CA Edition</i>	Yes	-	Yes
	Grades 9-12: Key Curriculum Press, <i>Discovering Geometry: An Inductive Approach</i> and <i>Problem Solving Strategies</i>	Yes	-	Yes
Science	Grades 9-12: Holt Rinehart & Winston, <i>Spectrum: A Physical Approach, Biology: Principles and Explorations, Modern Biology, Modern Chemistry, and Physics</i>	Yes	2001	Yes
	Grades 9-12: Addison Wesley, <i>Biology, Conceptual Physical Science, Conceptual Physics, and Problem-Solving Exercises in Physics</i>	Yes	2001	Yes
	Grades 9-12: Houghton Mifflin, <i>Chemistry, Chemistry: Complete Solutions Guide</i>	Yes	2001	Yes
History/Social Science	Grades 9-12: Houghton Mifflin, <i>American Government, The American Pageant: A History of the Republic, American Spirit, A People and a Nation, and People and a Nation</i>	Yes	1991	Yes
	Grades 9-12: Heath, <i>American Pageant, American Spirit: Volume I & II</i>	Yes	1991	Yes
	Grades 9-12: McDougal Littell, <i>The Americans and Modern World History</i>	Yes	2000	Yes
	Grades 9-12: McGraw-Hill, <i>Economics: Principles, Problems, and Policies</i>	Yes	-	Yes
	Grades 9-12: Holt Rinehart & Winston <i>Holt Economics</i>	Yes	2000	Yes
	Grades 9-12: Pearson Prentice Hall, <i>Magruder's American Government</i>	Yes	2000	Yes
	Grades 9-12: Globe, <i>Historia Mundial Para Una Edad Universal, volumes 1 & 2</i>	No	-	Yes

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate. Data collected in January 2005.

Core Curriculum Areas	Sufficient Textbooks/Materials for Each Pupil
Reading/Language Arts	Yes
Mathematics	No (Some mathematics textbooks are not board-approved)
Science	Yes
History/Social Science	No (English learner history textbooks are not board-approved)
Foreign Language	Yes
Health	Yes
Science Laboratory Equipment (grades 9-12)	Yes

Instructional Minutes

The California Education Code establishes a required number of instructional minutes per year for each grade.

Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	66,455	64,800
10	66,455	64,800
11	66,455	64,800
12	66,455	64,800

Total Number of Minimum Days

San Marcos High School had 12 minimum days in 2004-2005 for staff development.

VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts			
Computer Science			
English	1	2	64
Foreign Language	1	1	25
Mathematics	1	2	54
Science	2	2	45
Social Science	3	3	121

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
5157	3095	60.0

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
433	244	56.4

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/sp/ail>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Grade 12 Enrollment	450	465	471	1461	1527	1627	365,907	385,181	395,194
Percent of Grade 12 Enrollment Taking Test	47.1	48.4	42.7	45.2	44.9	43.7	37.3	36.7	35.2
Average Verbal Score	545	552	573	543	558	564	490	494	496
Average Math Score	559	564	574	561	581	578	516	518	519

ACT (American College Test)

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Grade 12 Enrollment	450	465	471	1461	1527	1627	365,907	385,181	395,194
Percent of Grade 12 Enrollment Taking Test	9.8	9	9.6	5.4	5.2	7.6	8.6	9.7	9.9
Average Score	23.2	24.2	26.4	22.8	23.9	25.9	21.2	21.3	21.4

College Admission Test Preparation Course Program

Kaplan SAT Preparation courses are offered at reduced rates, sponsored by the Parent Teacher Student Association. Contact the counseling office at San Marcos for more information, 967-4581, extension 246.

Degree to Which Students are Prepared to Enter Workforce

The San Marcos High Career Center staff uses presentations in various classrooms to accomplish various career units according to grade level. Starting in the ninth grade RISE class, students are exposed to the career exploration process, in the form of a presentation along with an interests/strengths assessment, a tour of the career

center, and an introduction to the career/college software: EUREKA. In their sophomore English class, a career unit on informational interviews is given, and the students are required to conduct an informational interview with a professional of their choice. During their senior year in economics, the students are required to compile a portfolio, create a resume and participate in a mock job interview for credit. These career units are integrated into the curriculum in grades 9, 10, and 12 and the career guidance provided to the students helps students see the relevance of their academic courses in the workplace.

Many ROP (Regional Occupation Program) classes are offered at San Marcos High School, including Automotive Occupations, Computer Accounting, Computer Business Applications, Computer Word Processing, Computerized Medical and Legal Office, Economics/Virtual Enterprise, Health Careers/Advanced Health. Students receive a certificate listing the skills they've learned at the end of the term. This certificate allows employers to hire students based on the entry-levels skills they have acquired. In order to receive district credit for these classes, students must take an independent study class with the ROP Guidance Advisor, called Career Choices, which meets once a week and explores career-related material. This class teaches students how to plan for their future career and life goals.

Our annual Job Shadow Day provides approximately 100 students with the opportunity to observe various career fields. Students shadow professionals in our local community and gain a deeper understanding about a specific career field in which they hope to pursue. This program is available to all students on a first come, first serve basis. This experience allows students to come to a deeper understanding of what they would like to study in college. The effectiveness of this program is evaluated by our business professionals and large number of student participants.

Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2002-2003 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students		
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma
2832	1721	57	3%	24	24	100%

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2002-03)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,396	\$35,155
Mid-Range Teacher Salary	\$61,234	\$57,318
Highest Teacher Salary	\$67,040	\$72,153
Average Principal Salary	\$99,152	\$96,704
Superintendent Salary	\$132,413	\$150,248
Percent of Budget for Teacher Salaries	43.7	42.93
Percent of Budget for Administrative Salaries	3.6	5.34

Expenditures (Fiscal Year 2002-03)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$65,846,806	\$6,574	\$6,977	\$6,822

Types of Services Funded

Student Body funds are controlled by the Associated Student Body for all athletics, clubs, and classes as well as monies collected for all activities.

The principal oversees the general funds for school expenses.

The School Site Council oversees categorical funds. All expenditures are requested of and approved by the Site Council following the Single School Plan for Improvement. The following budgets are overseen by the Council:

- block grant;
- EIA/LEP (Limited English Proficient) for English Language Development Department;
- Tenth Grade Guidance;
- staff development.

Other budgets include:

- instructional media supply for texts and library;
- Perkins Funds for industrial technology;
- Health Academy grant;
- California Public School Library Act;
- Gifted and Talented Education (GATE) overseen by the District GATE Office;
- Title I budget.