

San Marcos High School

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

San Marcos High School

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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Internet Access

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I. About This School

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals

Established in 1958, San Marcos High School (SMHS) is centered between Santa Barbara and Goleta. Recognized by the state as a California Distinguished School in 2005 for its collaborative decision making and outstanding faculty, the school serves approximately 1,980 ninth through twelfth graders. SMHS offers a varied curriculum with national and state-recognized extracurricular programs. The faculty includes 97 teachers, seven counselors, five administrators, an athletic director, a community liaison and one librarian.

Facilities include a newly refurbished auditorium, gymnasium/pool and a Greek theater, library, cafeteria, two computer labs, a Career Center, a Wellness Resource Center with a full-time health aide, and a Cal-SAFE Center providing child care and education 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, World), American government, Spanish, French, Latin, German, AP economics, biology, chemistry, and physics. In conjunction with Santa Barbara City College, San Marcos High School also offers dual enrollment courses in statistics, calculus, Spanish, Latin, certified nursing assistant, beginning computer keyboarding, college search, and work experience where students earn college credit. English Language Development (ELD) classes develop English ability so that limited-English speaking students can be successful in the regular program. San Marcos offers a Health Careers Academy in conjunction with Santa Barbara City College and Cottage Hospital for students interested in focusing on a career in the health field as well as other career pathways, including transportation.

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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 54 teams for both males and females. In all we have 1,050 students participating in athletics at San Marcos High. There are 105 coaches for all of our sports. We have 22 varsity sports represented on our campus. Twenty-one of our 22 varsity sports teams have a GPA of 3.2 or higher. Our boys' track and boys' water polo teams were CIF Academic Champions.

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, an evening of one-act plays, a full-scale production of a Broadway musical, 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 (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

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 in English and Spanish. They also publish an annual student directory.

The English Language Advisory Committee (ELAC) meets monthly to advise parents about campus programs and how to best prepare their students for success beyond high school as well as to get feedback from families about the effectiveness of the English Language Development Program. ELAC works closely with the School Site Council to develop the School Site Plan.

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PTSA Contact Person Name: Niloofer Kilpelainen, President, 2008-09, (805) 563-0049

ELAC Contact Person Name: Teresa Lewis, (805) 967-4581

Athletic Boosters Contact Person Name: Dave Marshall 680- 7485

Band Boosters Contact Person Name: Mr. Eric Valinsky (805) 682-6969

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	520
Grade 10	500
Grade 11	563
Grade 12	534
Total Enrollment	2117

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	1.56 %
American Indian or Alaska Native	1.13 %
Asian	4.02 %
Filipino	0.76 %
Hispanic or Latino	45.16 %
Pacific Islander	0 %
White (not Hispanic)	47.33 %
Multiple or No Response	0.05 %
Socioeconomically Disadvantaged	31 %
English Learners	20 %
Students with Disabilities	13 %

Average Class Size and Class Size Distribution

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06				2006-07				2007-08			
	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	23.0	33	15	7	23.6	57	25	27	23.6	22	28	2
Mathematics	26.1	16	14	8	24.8	30	25	11	24.1	15	19	0
Science	27.8	8	15	9	29.3	6	42	13	29.2	3	23	7
Social Science	29.4	3	19	10	29.3	6	33	24	28.5	5	26	2

II. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

Date of Last Review/Update: February 2008

Date Last Discussed with Staff: August 2008

The school has a site emergency plan, and safety exercises are held regularly. Four persons are employed as campus security supervisors to maintain a safe campus while students are present. Teachers are paid to assist with lunch supervision and exit points. In addition, a full time health assistant is on staff to assist students with medical needs. Security persons, teachers on lunch supervision, and all administrators are equipped with two-way radios for emergency communications on site and cell phones 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 interests; 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 is equipped to deal with emergencies.
2. The School's Physical Environment:
 - The school is in good physical condition with modernization recently completed. 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), Secondary Schools Taskforce 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. Diversity and Equity Awareness Week is held each February. Diversity activities are held throughout the year.
 - Areas of concern being addressed are student attendance, dress code, alcohol and drug prevention, graffiti and litter.
4. The School's Social Environment:
 - The school's administration and staff are cooperative, friendly, and helpful; the School Site Council and ELAC assist 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 and consistently enforces rules and regulations with students; nurtures community alliances; maintains the upkeep of facilities, plans and conducts beautification projects.

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Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	39.0	10.0	12.1	22.9	11.0	14.4
Expulsions	1.4	0.7	0.5	0.8	0.5	0.4

III. School Facilities

School Facility Conditions and Planned Improvement (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

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:

- closed campus, only eleventh- and twelfth-grade students allowed to leave at lunch;
- the premises are monitored throughout the workday and graffiti is immediately removed;
- visitors check in and out at the front office; staff is provided with a visible picture ID;
- the side gate to the school remains locked during the busiest time of the school day to deter outsiders from coming onto campus;
- administrators consistently 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. A committee to beautify San Marcos is actively meeting to improve our school grounds.

Built in 1958, the school is in good condition. Recent upgrades have been completed to bring the school into compliance with terms of the Americans with Disabilities Act. 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).

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.
- The gym/pool facility is currently undergoing renovation

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School Facility Good Repair Status (School Year 2008-09)

School inspection reports are available at <http://www.sbsd12.org/facilities/inspections>, or by request from the district office.

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	99	100	102	475
Without Full Credential	2	1	0	14
Teaching Outside Subject Area of Competence	1	3	4	--

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	33	17	8
Total Teacher Misassignments	36	21	11
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	96.1	3.9
All Schools in District	95.2	4.8
High-Poverty Schools in District		
Low-Poverty Schools in District	96.0	4.0

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V. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6.5	325
Library Media Services Staff (paraprofessional)	0.2	--
Psychologist	2.0	--
Nurse/Health Assistant	1.3	--
Speech/Language/Hearing Specialist	1.0	--
Title I Coordinator	0.5	--
Community Liaison	0.875	--
Computer Technician	1.0	--
Truancy and Discipline Coordinator	1.0	--
Career Center Coordinator	0.875	--
CAHSEE Math Coach	.3	--
Study Hall Supervisor	0.875	--

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VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Quality, Currency, and Availability of Textbooks and Instructional Materials	Year Adopted by the Local Board of Education	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
All textbooks are aligned with state standards.		
Reading/Language Arts		
Grades 9-12: Holt, Rinehart and Winston: <i>Holt Literature and Language Arts, Third Course, Fourth Course, Fifth Course, and Sixth Course 2003</i>	2003	0%
Grades 9-12: Hampton-Brown Company: <i>High Point EL, 2001</i>	2003	0%
Mathematics		
Grades 9-12: Holt, Rinehart, Winston: <i>Algebra 1, Algebra 2 and Geometry: California Edition, 2008</i>	2008	0%
Grades 9-12: Brooks/Cole: <i>Pre-calculus: Mathematics for Calculus, 2007</i>	2008	0%
Science		
Grades 9-12: Holt Rinehart & Winston: <i>Holt Earth Science 2007; Holt Biology, California ed. 2007, Modern Chemistry 2005</i>	2007	0%
Grades 9-12: Longman Publishing Group (Pearson): <i>Conceptual Physics: The High School Physics Program, 2007</i>	2007	0%
Grades 9-12: Pearson Prentice Hall: <i>Biology: California Edition, 2007 and Environment: The Science Behind the Stories, 2007</i>	2007	0%
History-Social Science		
Grades 9-12: Houghton Mifflin Company: <i>The Americans: Reconstruction to the 21st Century, 2006 and Economics Concepts & Choices 2008</i>	2007	0%
Grades 9-12: Pearson/Prentice Hall: <i>Magruder's American Government California Ed. 2006</i>	2006	0%
Grades 9-12: McDougal Littell: <i>Modern World History: Patterns of Interaction 2006</i>	2006	0%
Foreign Language		
Grades 9-12: Glencoe/McGraw Hill: <i>Buen Viaje (1,2,3) 2003</i>	2003	0%
Grades 9-12: McDougal Litell: <i>Discovering French :1, 2, 3, & 4, 2004</i>	2003	0%
Grades 9-12: Cambridge University Press: <i>Cambridge Latin Course (1, 2, 3, 4), 2000-2003</i>	2003	0%
Grades 9-12: Holt: <i>Komm mit (1, 2, 3) 2003</i>	2003	0%
Health		
Grades 9-12: Holt Rinehart and Winston: <i>Holt Lifetime Health, 2004</i>	2005	0%
Visual and Performing Arts		
Science Laboratory Equipment		
--	--	0%

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,193	\$1,314	\$4,879	\$59,788
District			\$4,932	\$59,964
Percent Difference Between School Site and District			-1%	+0%
State			\$5,300	\$63,458
Percent Difference Between School Site and State			-8%	-6%

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

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 council oversees the following budgets:

- Title I
- Title II
- Title III
- EIA/LEP (Economic Impact Aid /Limited English Proficient) for English Language Development department

Other budgets include:

- instructional materials realignment;
- Perkins funds for industrial technology;
- School/library improvement;
- Health Academy Grant;
- California Public School Library Act;
- Gifted and Talented Education (GATE) overseen by the district GATE office;

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- State Lottery;
- Art and Music Block Grant;
- Pupil Retention Block Grant;
- Dual enrollment funds;
- AVID;
- local donations.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be on the Certificated Salaries and 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	\$44,875	\$39,708
Mid-Range Teacher Salary	\$58,734	\$63,805
Highest Teacher Salary	\$72,161	\$82,081
Average Principal Salary (Elementary)	\$98,054	\$102,166
Average Principal Salary (Middle)	\$108,891	\$107,816
Average Principal Salary (High)	\$113,498	\$116,474
Superintendent Salary	\$171,282	\$183,478
Percent of Budget for Teacher Salaries	38.0%	40.6%
Percent of Budget for Administrative Salaries	4.6%	5.2%

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California Standards Tests Results for All Students – Three Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	50	55	55	54	57	57	42	43	46
Mathematics	22	23	20	34	34	33	40	40	43
Science	27	31	40	47	48	56	35	38	46
History-Social Science	41	40	44	46	43	46	33	33	36

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California Standards Tests Results by Student Group – Three Year Comparison**English-Language Arts**

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Group	English-Language Arts		
	2005-06	2006-07	2007-08
African American	52	62	56
American Indian or Alaska Native	47	61	44
Asian	74	79	77
Filipino	*	64	58
Hispanic or Latino	25	31	29
White (Not Hispanic)	73	76	77
Male	44	50	51
Female	58	61	58
Economically Disadvantaged	17	24	25
English Learners	4	4	4
Students with Disabilities	16	11	14
Students Receiving Migrant Education Services	7	18	*

Mathematics

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Group	Mathematics		
	2005-06	2006-07	2007-08
African American	7	18	17
American Indian or Alaska Native	16	17	25
Asian	46	51	48
Filipino	*	9	8
Hispanic or Latino	11	10	7
White (Not Hispanic)	34	31	28
Male	23	22	20
Female	23	23	19
Economically Disadvantaged	7	8	5
English Learners	2	1	1
Students with Disabilities	12	2	2

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Science

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Group	Science		
	2005-06	2006-07	2007-08
Asian	62	33	62
Hispanic or Latino	7	13	16
White (Not Hispanic)	44	48	59
Male	25	33	43
Female	30	29	37
Economically Disadvantaged	6	10	15
English Learners	1	3	1
Students with Disabilities	2	3	19

History – Social Science

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Group	History - Social Science		
	2005-06	2006-07	2007-08
African American	47	39	40
American Indian or Alaska Native	36	45	*
Asian	76	66	66
Hispanic or Latino	15	19	19
Pacific Islander	45	*	*
White (Not Hispanic)	61	59	64
Male	41	41	46
Female	42	40	41
Economically Disadvantaged	9	12	*
English Learners	1	3	5
Students with Disabilities	9	4	*

California High School Exit Examination (CAHSEE)

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	60.4	61.1	64.9	63.0	60.7	66.3	51.1	48.6	52.9
Mathematics	58.8	63.8	60.5	61.5	61.2	63.5	46.8	49.9	51.3

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CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	35.1	44.4	20.5	39.5	32.2	28.4
Male	38.1	47.1	14.8	41.3	30.5	28.3
Female	32.2	41.7	26.1	37.7	33.8	28.5
Asian	12.5	25.0	62.5	18.8	12.5	68.8
Hispanic or Latino	64.1	31.5	4.4	63.3	27.2	9.4
White (not Hispanic)	14.0	55.4	30.6	23.6	36.4	40.1
English Learners	77.6	22.4	0.0	74.1	21.6	4.3
Socioeconomically Disadvantaged	66.9	30.5	2.6	63.8	28.2	8.1
Students with Disabilities	72.9	27.1	0.0	79.7	18.6	1.7

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pfi/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
9	58.5

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	8	7	8
Similar Schools	8	5	8

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API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-8	28	-2	753
Hispanic or Latino	-10	38	-9	637
White (not Hispanic)	8	14	0	840
Socioeconomically Disadvantaged	-7	46	4	618
English Learners	-5	41	-4	584
Students with Disabilities	-77	64	19	524

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement Implementation		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	30.8

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	0.6	1.1	3.1	0.8	1.0	2.8	3.1	3.5	4.4
Graduation Rate	97.0	93.6	91.1	96.3	94.8	91.7	85.0	83.0	79.5

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Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. Note: * means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	93%	95%	Not available
African American	*	91%	Not available
American Indian or Alaska Native	*	87%	Not available
Asian	95%	98%	Not available
Filipino	*	100%	Not available
Hispanic or Latino	87%	91%	Not available
White (not Hispanic)	98%	98%	Not available
Socioeconomically Disadvantaged	83%	87%	Not available
English Learners	73%	78%	Not available
Students with Disabilities	58%	78%	Not available

Career Technical Education Programs (School Year 2007-08)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

CTE Committee Representative: Dr. Cynthia White, (805) 963-4338 x 221

List of Career Technical Education programs offered at Santa Barbara High School, including Regional Occupational Programs (ROP) and dual enrollment with Santa Barbara City College courses:

Arts, Media and Entertainment

- Graphics 1
- Graphics 2
- Digital Imaging (dual enrollment)
- Video/TV Production

- Certified Nursing Assistant (dual enrollment)
- Internships for Certified Nursing Assistants
- Internships for students not in CNA program
- Anatomy and Physiology
- Sports Medicine (ROP)
- Sports Medicine Community Classroom (ROP)

Health, Science and Medical Technology

- Introduction to Health Careers
- Communications
- Psychology
- Allied Health Careers 1 (ROP)
- Allied Health Careers 2 (ROP)
- Medical Terminology

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Building Trades, Construction

- Woodshop 1
- Woodshop 2, Advanced
- Construction Technology 1
- Construction Technology 2, Advanced

- Computer Business Applications (ROP – dual enrollment)
- Computer Typing 1
- Computer Typing 2
- Technology Skills
- Virtual Enterprise (ROP - dual enrollment)

Finance, Business, Marketing, Sales and Service

- Bank Teller Training (ROP)
- Computer Accounting (ROP – dual enrollment)

Transportation

- Auto 1, 2
- Auto Occupations 1, 2 (ROP – articulated SBCC credit)

Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's career technical education (CTE) programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	746
Percent of pupils completing a CTE program and earning a high school diploma	4%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	19%

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	58.9
Graduates Who Completed All Courses Required for UC/CSU Admission	32.7

Advanced Placement Courses (School Year 2007-08)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics		N/A
Science	2	N/A
Social Science	4	N/A
All courses	9	5.8

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XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

San Marcos High School participates in district-wide professional development initiatives scheduled throughout the year, including Saturday workshops, summer workshops, late-start days, and early release days. No school days are dedicated to school-wide professional development.

	2004-05	2005-06	2006-07
School days dedicated to school-wide professional development	0	0	0

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