

San Marcos High School

School Accountability Report Card

Reported for School Year 2010-11

Published During 2011-12

San Marcos High School

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Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) 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.

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page 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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Description and Mission Statement (School Year 2010-11)

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 1,955 ninth through twelfth graders. SMHS offers a varied curriculum with national and state-recognized extracurricular programs. The faculty includes 82 teachers, 4.6 counselors, 3.6 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, and a Wellness Resource Center with a full-time health aide.

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Over 200 academic and elective offerings include honors and Advanced Placement (AP) classes in art, English, history (U.S., European, World), American government, Spanish, French, Latin, 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. Specially Designed Academic Instruction in English (SDAIE) classes are also offered. 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.

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 1,100 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. All twenty two of our varsity sports teams have a GPA of 3.0 or higher. Our boys' cross country, volleyball, and wrestling teams along with the girls' swim team 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.

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Opportunities for Parental Involvement (School Year 2010-11)

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.

PTSA Contact Person Name: Liz Mazingo, President, 2010-11, (805) 698-2019

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

Athletic Boosters Contact Person Name: Katina Etsell (805) 895-4991

Band Boosters Contact Person Name: Ms. Sue McCollum (805) 967-5391 or Ms. Ann Foster (805) 964-4121

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 9	499
Grade 10	454
Grade 11	456
Grade 12	461
Total Enrollment	1,870

Student Enrollment by Subgroup (School Year 2010-11)

Group	Percent of Total Enrollment
Black or African American	1.7%
American Indian or Alaska Native	0.9%
Asian	3.5%
Filipino	0.7%
Hispanic or Latino	52.8%
Native Hawaiian/Pacific Islander	0.1%
White	38.8%
Two or More Races	1.1%
Socioeconomically Disadvantaged	40.9%
English Learners	33.0%
Students with Disabilities	13.6%

Average Class Size and Class Size Distribution

Subject	2008-09				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+
English	26.5	13	11	13	24.3	14	16	10
Mathematics	29.6	2	16	8	24.3	15	13	7
Science	30.9	1	15	10	29.6	5	7	16
Social Science	32.4	0	5	9	27.5	5	4	10

School Climate

School Safety Plan (School Year 2010-11)

Date of Last Review/Update: March 2011

Date Last Discussed with Staff: March 2011

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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	6.3	8.7	9.0	7.1	8.6	7.4
Expulsions	0.6	0.9	1.0	0.4	0.4	0.4

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

School Facilities

School Facility Conditions and Planned Improvement (School Year 2011-12)

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 undergoes 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 was renovated in 2008.

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School Facility Good Repair Status

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	√			
Mechanical Systems		√		Hydroponic heating systems in poor condition.
Windows/Doors/Gates (interior and exterior)	√			
Interior Surfaces (walls, floors, and ceilings)	√			
Hazardous Materials (interior and exterior)				
Structural Damage	√			
Fire Safety	√			
Electrical (interior and exterior)	√			
Pest/Vermin Infestation		√		Squirrel infestation beneath buildings
Drinking Fountains (inside and outside)	√			
Restrooms	√			
Sewer	√			
Playground/School Grounds	√			
Roofs	√			
Overall Cleanliness	√			
Inspection Date: June 2009.				

Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	92	83	86	446
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	3	3	2	15

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	2	0	0
Total Teacher Misassignments	5	2	3
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

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Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at:

<http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	99.20%	0.80%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	98.16%	1.84%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.6	407
Library Media Teacher (librarian)	1.0	---
Psychologist	1.5	---
Nurse	0.6	---
Community Liaison	1.0	---
Computer Technician	1.0	---
Career Center Coordinator	0.875	---
Study Hall Supervisor	0.875	---
Other		---

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.

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Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2011-12)

All textbooks were selected from the most recent State Board of Education list of standards-based materials. There are sufficient textbooks for all students. Data collected in October 2011.

Quality, Currency, and Availability of Textbooks and Instructional Materials	Year Adopted by the Local Board of Education
All textbooks are aligned with state standards. Sufficient textbooks and science laboratory equipment are available for all students. Data collected in October 2011.	
Reading/Language Arts	
Holt, Rinehart and Winston: <i>Holt Literature and Language Arts, Third Course, Fourth Course, Fifth Course, and Sixth Course 2003</i>	2003
Mathematics	
Holt, Rinehart, Winston: <i>Algebra 1, Algebra 2 and Geometry: California Edition, 2008</i>	2008
ITP: <i>Pre-calculus, 2007</i>	2008
Thompson Learning: <i>Calculus, 2003</i>	2005
Larson: <i>Elementary Statistics, 4th Edition</i>	Date not available
Science	
Holt Rinehart & Winston: <i>Holt Biology, California ed. 2007</i> Pearson Education: <i>Biology, 2007</i> Holt Rinehart & Winston: <i>Modern Chemistry 2006</i> Holt Rinehart & Winston: <i>Physics, 2007</i> Pearson Education: <i>Conceptual Physics, 2006</i> Glencoe: <i>Hole's Essentials of Anatomy and Physiology, 2006</i> Glencoe: <i>Environmental Science, 2007</i>	2007
History-Social Science	
McDougal Littell: <i>Modern World History, 2006</i>	2006
McDougal Littell: <i>The Americans, 1999</i>	2007
Pearson Education: <i>Magruder's American Government California Ed. 2006</i>	2006
Houghton Mifflin: <i>American Government, 2006</i>	Date not available
McDougal Littell: <i>Economics, 2008</i>	2007
McGraw Hill: <i>Economics, 2005</i>	Date not available
Pearson Education: <i>World Geography, 2000</i>	Date not available
Foreign Language	
Glencoe: <i>Buen Viaje (1,2,3) 2003</i> McDougal Littell: <i>Discovering French :1, 2, 3, 2004</i> Cambridge University Press: <i>Cambridge Latin Course (1, 2, 3, 4), 2001</i>	2003
Health	
Holt Rinehart and Winston: <i>Holt Lifetime Health, 2004</i>	2005
Visual and Performing Arts	
No textbooks used	---

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School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9,148	\$3,565	\$5,583	\$67,073
District			\$5,719	\$65,217
Percent Difference Between School Site and District			-2%	+3%
State			\$5,455	\$70,570
Percent Difference Between School Site and State			+2%	-5%

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

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;
- California Public School Library Act;
- Gifted and Talented Education (GATE) overseen by the district GATE office;
- State Lottery;
- Art and Music Block Grant;
- Pupil Retention Block Grant;

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- Dual enrollment funds;
- AVID;
- local donations.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	43,986	41,035
Mid-Range Teacher Salary	67,910	65,412
Highest Teacher Salary	79,853	84,837
Average Principal Salary (Elementary)	110,532	106,217
Average Principal Salary (Middle)	118,325	111,763
Average Principal Salary (High)	123,822	121,538
Superintendent Salary	204,400	197,275
Percent of Budget for Teacher Salaries	37%	39%
Percent of Budget for Administrative Salaries	4.7%	5%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including: **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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Standardized Testing and Reporting Results for All Students – Three Year Comparison

Percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	56%	57%	60%	58%	62%	64%	49%	52%	54%
Mathematics	25%	27%	28%	40%	43%	46%	46%	48%	50%
Science	48%	44%	41%	60%	61%	63%	50%	54%	57%
History-Social Science	48%	53%	54%	52%	55%	56%	41%	44%	48%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	64%	46%	63%	56%
All Students at the School	60%	28%	41%	54%
Male	57%	30%	45%	58%
Female	62%	26%	38%	50%
Black or African American	41%	25%		29%
Asian	73%	46%	56%	73%
Filipino	58%	25%		
Hispanic or Latino	43%	15%	27%	37%
White	84%	43%	68%	75%
Two or More Races	72%	39%		
Socioeconomically Disadvantaged	40%	14%	26%	31%
English Learners	22%	7%	10%	12%
Students with Disabilities	19%	11%	18%	23%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination (CAHSEE)

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten 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 to compute Adequate Yearly Progress (AYP) designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	58%	60%	63%	62%	64%	70%	52%	54%	59%

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Mathematics	60%	58%	59%	65%	65%	65%	53%	54%	56%
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Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Groups – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	30%	22%	48%	35%	33%	33%
All Students at the School	37%	25%	38%	41%	33%	25%
Male	46%	22%	31%	44%	29%	27%
Female	29%	27%	44%	39%	38%	24%
Asian	44%	6%	50%	44%	22%	33%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	50%	28%	23%	53%	34%	14%
White	16%	21%	63%	20%	33%	48%
Socioeconomically Disadvantaged	53%	28%	19%	57%	28%	15%
English Learners	81%	14%	5%	75%	23%	3%
Students with Disabilities	87%	13%	0%	93%	7%	0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state levels, see the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16.70%	13.40%	53.60%

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.

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. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index 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 ten percent of all schools in the

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state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	7	7	7
Similar Schools	6	6	8

Academic Performance Index Growth by Student Group -- Three Year Comparison

Group	Actual API Change 2008-09	Actual API Change 2009-10	Actual API Change 2010-11
All Students at the School	6	9	5
Hispanic or Latino	8	38	22
White	19	-3	12
Socioeconomically Disadvantaged	11	28	29
English Learners	-13	38	43
Students with Disabilities	16	-56	43

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	Number of Students	2011 Growth API	Number of Students	2011 Growth API	Number of Students	2011 Growth API
All Students at the School	1,292	776	7,543	808	4,683,676	778
Black or African American	21	731	119	742	317,856	696
American Indian or Alaska Native	9		44	832	33,774	733
Asian	39	853	298	926	398,869	898
Filipino	11	777	41	877	123,245	859
Hispanic or Latino	703	708	3,845	722	2,406,749	729
Native Hawaiian or Pacific Islander	1		6		26,953	764
White	485	870	2,971	898	1,258,831	845
Two or More Races	17	795	188	925	76,766	836
Socioeconomically Disadvantaged	550	691	2,826	701	2,731,843	726
English Learners	436	657	2,304	674	1,521,844	707
Students with Disabilities	168	531	933	555	521,815	595

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Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

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

Federal Intervention Program (School Year 2011-12)

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. For detailed information about PI identification, see the CDE PI Status Determinations Web page at <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2009-2010	2011-2012
Year in Program Improvement	Year 3	Year 1
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		54.5%

School Completion and Postsecondary Preparation

Admission Requirements for California's 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 *UC Admissions Information Web page* at <http://www.universityofcalifornia.edu/admissions>

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.

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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 have 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 admission, application, and fee information see the California State University Web page at

<http://www.calstate.edu/admission/admission.shtml>

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	3.7	1.7	2.6	3.0	2.5	2.6	4.9	5.7	4.6
Graduation Rate	86.39	93.54	89.05	88.12	92.66	89.65	80.21	78.59	80.44

Note: The 2009-10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to the 2007-08 and 2008-09 NCES graduation rates.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	88%	88%	N/D
Black or African American	---	100%	N/D
American Indian or Alaska Native	---	100%	N/D
Asian	95%	100%	N/D
Filipino	---	100%	N/D
Hispanic or Latino	81%	78%	N/D
White	96%	95%	N/D
Socioeconomically Disadvantaged	84%	87%	N/D
English Learners	63%	57%	N/D
Students with Disabilities	0%	1%	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)

Health Science and Medical Technology

- Certified Nursing Assistant (Santa Barbara City College Dual Enrollment)
- Anatomy/Physiology
- Allied Health Careers 1
- Allied Health Careers 2
- Medical Terminology (Santa Barbara City College Dual Enrollment)
- Health Careers Academy
- Psychology
- Health Careers Academy Internships
- Communications
- Sports Medicine (Regional Occupational Program)
- Sports Medicine Community Classroom (Regional Occupational Program)

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Marketing, Sales and Service

- Computer Typing 1
- Computer Typing 2
- Virtual Enterprises (Regional Occupational Program)
- Computer Occupations (Regional Occupational Program)

Transportation

- Auto Technology 1
- Auto Technology 2
- Auto Occupations (Regional Occupational Program)

Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	548
Percent of pupils completing a CTE program and earning a high school diploma	9%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	11%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	58.1%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	47.8%

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
Computer Science	0	
English	3	
Fine and Performing Arts	0	
Foreign Language	0	
Mathematics	0	
Science	0	
Social Science	7	
All courses	10	4.7%

Instructional Planning and Scheduling

Professional Development

The primary areas of professional development are literacy across the curriculum, using technology in the classroom, and support for district initiatives: READ 180, 3D, AVID, and professional development to support implementation of the Common Core State Standards. Professional development is selected using student achievement data, as well as based on individual teacher needs. Professional development is offered as an integral

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part of site based Professional Learning Communities (PLC), during the school year in workshops with leading experts in the area literacy across the curriculum, conferences, as well as individual mentoring. Teachers are supported in a variety of ways including through in-class coaching, in PLCs, and teacher-principal or teacher-coach meetings.