

Foothills High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

School Name	Foothills High School
Street	158 Cassou Road
City, State, Zip	San Marcos, CA 92069
Phone Number	(760) 290-2544
Principal	Garth Phillips
Email Address	garth.phillips@smusd.org
School Website	https://foothillshigh.smusd.org/
County-District-School (CDS) Code	37737913730793

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

School's Mission Statement: The mission of Foothills High School is to educate all students in a challenging, disciplined, and supportive environment. By providing a rigorous, engaging, and relevant learning experience, we seek to empower students to be life-long, independent learners who are career and college ready. Our graduates will be contributors to our community and our diverse and ever-changing global society.

Foothills High School is an independent study program 6-12th grade (alternative education) in San Marcos, CA in North San Diego County. We serve the entire community that ranges from low socio-economic to affluent neighborhoods. All of our students are qualified as at-promise based on socio-economics, foster youth, homelessness, gang affiliations, immigration status, mental health, gender identity, credit deficiency, special education, and/or language learning. Foothills High School meets the demands of our modern society by providing a valuable alternative to a traditional high school. Students can acquire a high school diploma by completing a program of instruction in an independent study environment. Commitment, relationships, and education are the core values of our Independent Alternative Education Program. The required curriculum offered is the same as that of the traditional high school. Students meet with highly qualified teachers in a one-to-one environment to attain their diploma. The staff meet the needs of our at-promise youth, teen parents, and students that need "outside the box" education and support. The flexibility provided at Foothills leads to higher success rates for students and a sense of community that produces responsible global citizens and employable adults.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 1	1
Grade 3	3
Grade 5	3
Grade 6	2
Grade 7	4
Grade 8	9
Grade 9	7
Grade 10	19
Grade 11	26
Grade 12	33
Total Enrollment	107

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	57.9%
Male	42.1%
American Indian or Alaska Native	3.7%
Asian	2.8%
Black or African American	0.9%
Filipino	2.8%
Hispanic or Latino	44.9%
Two or More Races	5.6%
White	39.3%
English Learners	6.5%
Socioeconomically Disadvantaged	43.9%
Students with Disabilities	8.4%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.50	60.00	702.00	86.80	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.40	0.18	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	90.60	11.20	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	40.00	14.60	1.82	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	2.50	100.00	808.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.20	77.78	734.70	88.63	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.24	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	13.40	1.63	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	22.04	10.50	1.27	11953.10	4.28
Unknown	0.00	0.00	68.20	8.24	15831.90	5.67
Total Teaching Positions	5.40	100.00	829.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.00	1.10
Total Out-of-Field Teachers	1.00	1.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

English Language Arts: San Marcos Unified School District high schools offer a coordinated, sequenced curriculum in English Language Arts. In grades 9 and 10, these courses are designated as College Prep and Honors. In grades 11 and 12, students have the opportunity to take College Prep courses along with a choice of Advanced Placement classes. Students develop analytical and interpretative skills as outlined in the California Common Core English Language Arts Standards. They read a range of informational text and literature and have the opportunity to write in various genres for varied audiences.

Math:

Math courses follow a traditional course sequence that incorporates the California Common Core State Standards for Mathematics. Instruction within the classroom integrates conceptual understanding with procedural fluency, and incorporates both the Mathematical Content Standards for each level and the eight Standards for Mathematical Practice that cross grade levels. Students progress through a range of courses including Algebra 1, Geometry, Algebra 2 and advanced mathematics including Statistics, Calculus and Data Science. Courses are offered at the college preparatory level, as well as Honors and Advanced Placement level.

Science:

SMUSD has transitioned to the Next Generation Science Standards (NGSS) for California Public Schools adopted in September 2013. The district has adopted the California Science Framework's 3-course phenomena-based curricular and instructional model in which all students are exposed to and learn all standards as part of a sequence of courses in Biology of the Living Earth, Chemistry in the Earth System, and Physics of the Universe. In addition to these classes, students have access to several elective and Advanced Placement sciences classes. SMUSD teachers are incorporating the California Common Core State Standards in Literacy for Sciences that focus heavily on aspects of reading, writing and research.

Social Studies:

SMUSD History Social Science courses incorporate the California History Social Science Framework adopted in 2016 along with the History Social Science Content Standards for California Public Schools. Additionally, the courses integrate the California Standards for Literacy in the History/Social Sciences. Students take a sequence of courses that include World History, United States History, and United States Government and Economics. Within this sequence students have the opportunity to take college preparatory, Honors and Advanced Placement level courses along with a number of History-Social Science college preparatory electives.

Year and month in which the data were collected

10/29/21

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections, 2017	Yes	0%
	English Language Development - California Collections, 2017		
Mathematics	Middle School:	Yes	0%
	Mathematics 6		
	Mathematics 7		
	Mathematics 8		
	High School:		
Calculus of a Single Variable, 2007			
Big Ideas MATH: Algebra 2, 2015			
Big Ideas MATH: Geometry, 2015			
Big Ideas MATH: Algebra 1, 2015			
Big Ideas MATH: Course 3, 2015			

Science	Middle School: Life Science Physical Science High School: Chemistry/ Biology, 2005 Physics: Principals and Problems, 2005 Modern Earth Science, 2003	Yes	0%
History-Social Science	Middle School: Middle School Ancient World History Middle School Civics, Government & Economics Middle School Modern World History Middle School Survey of World History Middle School US History Middle School World Cultures & Geography High School: Ancient/ Modern World History/Americans, 2006 Government in America, 2011 Economics, 2006	Yes	0%
Foreign Language	Middle School: Spanish 1, 2	Yes	0%

School Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvements

Foothills High School shares a site with Twin Oaks High School. The grounds are spacious and inviting, with well-maintained landscaping. A professional custodial staff maintains the site regularly and district maintenance staff is on call to assist with any needed repairs. The physical quality of our school building influences learning and teaching.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Year and month of the most recent FIT report

06/12/2023 - 06/12/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior:	X			

School Facility Conditions and Planned Improvements

Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	61	50	60	59	47	46
Mathematics (grades 3-8 and 11)	36	11	46	47	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	74	44	59.46	40.54	50.00
Female	41	21	51.22	48.78	57.14
Male	33	23	69.70	30.30	43.48
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	44	25	56.82	43.18	44.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	13	56.52	43.48	53.85
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	25	62.50	37.50	40.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	74	44	59.46	40.54	11.36
Female	41	21	51.22	48.78	4.76
Male	33	23	69.70	30.30	17.39
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	44	24	54.55	45.45	8.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	14	60.87	39.13	14.29
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	25	62.50	37.50	4.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	33.33	15.38	39.30	39.64	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	81	39	48.15	51.85	15.38
Female	43	22	51.16	48.84	13.64
Male	38	17	44.74	55.26	17.65
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	46	24	52.17	47.83	12.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	25	9	36.00	64.00	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	23	52.27	47.73	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

Our CTE class is Woodshop. There is a basic woodshop and an advanced woodshop. Students are given the opportunity to learn carpentry skills that align with the local union supported internship program and CTE standards. We offer multiple courses in CTE through Edgenuity on-line program.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

We have a social worker, a counselor and a school psychologist that provide resources, workshops, counseling and parent outreach to meet the needs of all students and families. Parents, stakeholders, teachers, and students have the ability to evaluate, plan, and implement through ELAC, SSC, open door policy, email communication and social media, open house events for electives, school board meetings, and a leadership team. Parents can contact the front office (760-290-2544), School social worker, or administrative team for any information regarding these groups, Services, or any other involvement opportunities.

Parents are encouraged to meet with the teachers every six weeks to review student progress, needs, and overall performance. Parents are required to attend the first teacher meeting to review procedures, outcomes, and evaluation process. Teachers are available five days a week via phone and email. they also conduct weekly communications with the families to update progress.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	26.7	6.7	10.9	4.4	3.3	3.8	9.4	7.8	8.2
Graduation Rate	63.3	91.1	80.4	93.5	94.9	94.3	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	46	37	80.4
Female	19	16	84.2
Male	27	21	77.8
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	21	16	76.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	20	16	80.0
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	25	20	80.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	245	193	0	0.0
Female	135	110	0	0.0
Male	110	83	0	0.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	6	3	0	0.0
Black or African American	9	6	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	128	97	0	0.0
Native Hawaiian or Pacific Islander	1	0	0	0.0
Two or More Races	10	9	0	0.0
White	87	74	0	0.0
English Learners	24	15	0	0.0
Foster Youth	6	1	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	124	100	0	0.0
Students Receiving Migrant Education Services	3	2	0	0.0
Students with Disabilities	22	15	0	0.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.41	0.15	1.85	2.51	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.41	0
Female	0.74	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.78	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.55	0

2023-24 School Safety Plan

Our school safety plan was approved by the school site council on September 27, 2022 that included parents, student representatives, faculty representatives, and administration. Our key areas of focus are lock down for intruders, fire, and earthquake. We continue to practice these drills one time per month to make sure all students and faculty are aware of procedures. We continue to be evaluated annually by the district and local law enforcement.

We have reviewed key areas with all of the faculty and reviewed assignments during emergencies. We continue to review these assignments throughout the year and during drills. Faculty are supplied with the school safety plan in their classroom as well as emergency supplies. All information is included in the student handbook which is reviewed with students with additional focus areas including bullying, suspension procedures, and harassment.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16467	1136	15331	76943
District	N/A	N/A	8002	\$89,968
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	79.7	

Fiscal Year 2022-23 Types of Services Funded

Funding is provided for the following special programs to supplement the core instructional provided by the school district.

Local Control Accountability Program (LCAP) Utilize funding to enrich elective courses in art and woodshop, as well as support AP courses. Funds are also utilized to support field trips to explore community college options.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$44,639	\$55,550
Mid-Range Teacher Salary	\$89,272	\$84,645
Highest Teacher Salary	\$112,852	\$111,284
Average Principal Salary (Elementary)	\$142,348	\$139,860
Average Principal Salary (Middle)	\$146,938	\$146,440
Average Principal Salary (High)	\$170,134	\$158,447
Superintendent Salary	\$284,625	\$278,268
Percent of Budget for Teacher Salaries	36.38%	32.21%
Percent of Budget for Administrative Salaries	4.74%	4.89%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

Professional Development

San Marcos Unified School District (SMUSD) is committed to the belief that the strongest predictor of student achievement is the quality of the teacher inside the classroom. In support of this belief, SMUSD is deeply committed to teacher learning and professional development as evidenced by our district mission statement.

San Marcos Unified School District's Mission Statement includes these commitments:

- "hiring and retaining only the best educators and investing in their success."
- "Providing quality education based on high standards, effective practices, continuous improvement, and innovation."

Every new teacher in our district engages in a rigorous two year training program where the new employee receives 30 hours of professional development on our research-based instructional framework, the Essential Elements of Instruction (EEI). These instructional strategies apply to any curricular area and any grade level. New administrators to the District receive professional learning in this instructional framework as well as the National Institute for Instructional Leadership (NISL).

In the 2022-2023 school year, at the secondary level, the district focused professional learning on the continued implementation of state academic standards in English language arts, English development, mathematics, science, and history. Attention was placed on identifying key learnings and integrating common formative assessments in English language arts and math within the instructional cycle. Math teachers were provided the opportunity to engage in Standards for Mathematical Practices. Science teachers were given time to delve deeply into NGSS, aligning and/or creating course outlines and units to the requirements of the new standards.

Various means of professional learning were offered: professional development during the regular workday, school breaks, and after school, and online sessions available for staff to access during times that best work with their schedule. Principals provided staff development during regularly scheduled staff meetings throughout the year. Teachers who work with students with special needs engaged in ongoing collaboration to implement more inclusive delivery models.

Teachers continued to engage in professional development each week as they worked collaboratively during their structured teacher collaboration time (early release Wednesdays for elementary/middle school staff and late start Tuesdays for high school staff). This provided teachers the opportunity to share best practices to meet students' needs.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	54	65	