



# Mission Hills High School

1 Mission Hills Court • San Marcos, CA 92069 • 760-290-2700 • Grades 9-12

Regina Flores-Dunda, Principal

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<https://missionhillshigh.smusd.org/>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year

### San Marcos Unified School District

255 Pico Ave., Ste. 250  
San Marcos  
(760) 752-1299  
[www.smusd.org](http://www.smusd.org)

#### District Governing Board

Stacy Carlson, President

Janet McClean, Vice President

Victor Graham, Clerk

Pam Lindamood, Member

Sydney Kerr, Member

#### District Administration

Dr. Carmen Garcia  
**Superintendent**

Gina Bishop  
**Assistant Superintendent  
Instructional Services**

Tiffany Campbell  
**Assistant Superintendent  
Equity & Secondary Schools**

Henry H. Voros  
**Assistant Superintendent  
Human Resources**

Mark Schiel  
**Assistant Superintendent  
Business Services**

### School Description

Mission Statement: Mission Hills High School provides exceptional learning experiences, with high expectations in a supportive environment, in order to meet the academic and social needs of our diverse community.

Schoolwide Learning Objectives:

Grizzly Graduation Goals (G3):

G1: Academically Prepared

- Demonstrate proficiency in all core content and performance standards
- Communicate effectively through reading, writing, listening, and speaking
- Complete graduation requirements

G2: Creative and Productive

- Tackle problems with creativity and innovation
- Work collaboratively to complete projects
- Use technology effectively to access, analyze, evaluate and disseminate information
- Recognize, analyze, and apply solutions to problems in everyday and academic life

G3 Connected to the Community

- Participate positively in school and community groups
- Demonstrate self-discipline and mature interpersonal skills
- Demonstrate understanding of complex social issues
- Complete community service projects

Core Values:

We serve the needs of individuals and the interests of a diverse community.

We motivate, respect, and encourage one another. We listen and include.

We challenge our assumptions to ensure constant improvement and meet high expectations.

Our actions and decisions are driven by clearly defined and agreed-upon results.

Our school is defined by experiential learning, personal growth, ethical behavior, and individual responsibility.

Mission Hills High School is our home and family.

We are committed to high standards and a nurturing environment for all students.

Principal's Message: Mission Hills High School is located in the beautiful foothills of San Diego County. San Marcos, a progressive community of more than 95,000 residents, is also home to Palomar College and California State University San Marcos (CSUSM). The city has also become the heart of education in San Diego North County. Mission Hills High School (MHHS) is one of two comprehensive high schools in San Marcos. MHHS opened August 2004, with 1,900 students and currently has over 2,700 students in grades 9-12. MHHS has a diverse and inclusive student population which reflects the demographic makeup of California. MHHS is approximately 53% Hispanic; 31% White, 5% Asian, and 3% Filipino. The campus is in proximity to both Palomar College and CSUSM and has partnerships with both the college and university to offer college courses on campus. MHHS has a strong focus on academic achievement with an emphasis on cultural responsiveness and postsecondary readiness for all students. All Mission Hills curricula are based on state and/or national standards for each content area. Students are encouraged to challenge themselves with rigorous coursework while receiving academic support at all levels. Mission Hills' students have received numerous honors and awards, both academic and extra-curricular. MHHS has a full range of course offerings, including Advanced Placement courses, Dual Enrollment courses through Palomar, Career Technical Education (CTE) courses which offer college-level courses, and dual high school and college credit in criminal justice, culinary arts, health careers, careers in education, and engineering. We pride ourselves on our commitment to high standards and a nurturing environment for all members of our greater community.

**Major Achievements:**

- California Distinguished School 2011.
- Named a California Honor Roll School in 2016-2017 and 2017-2018 for generating strong academic outcomes for all students.
- Highest WASC accreditation, a "Six Year Clear" received during the past two WASC visits; most recently in the Spring of 2015 and in the Spring of 2009.
- MHHS offers over 20 AP classes with nearly half of our student body taking at least 1 AP class. Students in AP classes closely mirror the demographics of our school in general. The AP Pass Rate remains well above the state and national averages and our school's five-year average.
- Highly certified AVID site. 95% of AVID seniors accepted into a 4-year university and garnered over \$1.2M in grant and scholarship money for the graduating class of 2019.
- Home to nine multi-year Career Technical Education (CTE) pathways which meaningfully prepare students for college and career: Careers in Education, Child Development, Computer Science, Criminal Justice, Culinary Arts, Digital Photography, Digital Music, Engineering, and Healthcare.
- Over 60% of our students participate in extra-curricular or co-curricular activities, which creates a strong sense of belonging to our school. We have over twenty varsity sports programs, in which we've won 1 State Championship, 10 CIF Championships and 36 league titles in our short fifteen-year history.
- MHHS marching band, color guard, and drumline, all rapidly growing programs, have won several major competitions and performed at the Sydney Opera House in 2006 and in Beijing, China in 2008.

**About the SARC**

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

**2018-19 Student Enrollment by Grade Level**

Grade Level	Number of Students
Grade 9	701
Grade 10	699
Grade 11	642
Grade 12	584
<b>Total Enrollment</b>	<b>2,626</b>

## 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.5
Asian	5.4
Filipino	4.2
Hispanic or Latino	53.4
Native Hawaiian or Pacific Islander	0.8
White	32.4
Two or More Races	0
Socioeconomically Disadvantaged	47
English Learners	7.1
Students with Disabilities	12.1
Foster Youth	0.1
Homeless	1

## 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

Teacher Credentials for Mission Hills High School	17-18	18-19	19-20
With Full Credential	105.4	96.6	100
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Marcos Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	948
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Mission Hills High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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 Discrete math. 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 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.

### Textbooks and Instructional Materials

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Collections <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Calculus of a Single Variable Big Ideas MATH: Algebra 2 Big Ideas MATH: Geometry Big Ideas MATH: Algebra 1 Big Ideas MATH: Course 3  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Chemistry/ Biology Physics: Principals and Problems Modern Earth Science  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	Ancient/ Modern World History/Americans Government in America Economics  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements (Most Recent Year)

### School Facility Conditions and Planned Improvements

Mission Hills High opened in August 2004 in the fast-growing city of San Marcos, approximately thirty miles north of downtown San Diego. Situated on forty-four acres of former dairy land, Mission Hills has commanding views of the surrounding foothills and community. The campus enjoys abundant sunshine and fresh sea breezes, a wide-open plaza, four interior courtyard spaces and an outdoor amphitheater. Also, our library, theater, gymnasium, and stadium are modern and inviting. Our gymnasium underwent a significant renovation project during the summer of 2015 in which the ceiling was repainted and outfitted with acoustical treatments; the flooring completely replaced, and ceiling fans installed. Additionally, all classroom spaces were outfitted with significant technological enhancements in the summer of 2015: interactive projectors, document cameras, and audio equipment to further promote a strong learning environment. Specialized facilities for the sciences, arts, and career-oriented programs complement the design of basic classroom learning spaces; all focused on high achievement and a welcoming home for our 2,500 students.

Mission Hills offers the full range of athletics and activities that help bring a challenging and rewarding experience to our students and staff.

### Cleaning Process and Schedule

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

### Maintenance and Repair

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

### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/19/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs needed at the time of inspection.
<b>Interior:</b> Interior Surfaces	Fair	5 rooms ceilings have damage from cracks, tears, holes or water damage; 14 rooms ceiling tiles are stained. Work order placed to Maintenance & Operations Department for repairs.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	8 clutter classrooms/store rooms. Work order placed to Maintenance & Operations Department for repairs.
<b>Electrical:</b> Electrical	Fair	15 rooms: Lighting fixture or bulbs are not working or missing; 1 room: Electrical panel blocked; 1 room: Electrical components are damaged or not functioning properly. Lighting covers are missing, damaged, or loose. Work order placed to Maintenance & Operations Department for repairs.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	4 rooms: Electric hand dryers are damaged or broken; 3 rooms: Sink/fountain is not working. 10 sink/fountain fixtures are loose. Work order placed to Maintenance & Operations Department for repairs.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	2 Rooms Fire safety. Work order placed to Maintenance & Operations Department for repairs.
<b>Structural:</b> Structural Damage, Roofs	Good	1 structural damage. Work order placed to Maintenance & Operations Department for repairs.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	51 rooms: Locks and other security hardware are not functioning properly and/or doors are broken, damaged, or missing. Work order placed to Maintenance & Operations Department for repairs.
<b>Overall Rating</b>	<b>Good</b>	

## 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, which 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); and
- 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	62	64	65	67	50	50
Math	30	36	51	52	38	39

Note: 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.

Note: 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	11.2	22.9	33.6

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	615	601	97.72	64.39
Male	313	305	97.44	52.79
Female	302	296	98.01	76.35
Black or African American	17	17	100.00	64.71
American Indian or Alaska Native	--	--	--	--
Asian	35	35	100.00	80.00
Filipino	27	27	100.00	81.48
Hispanic or Latino	323	315	97.52	57.78
Native Hawaiian or Pacific Islander	--	--	--	--
White	208	202	97.12	69.80
Socioeconomically Disadvantaged	290	286	98.62	55.94
English Learners	69	64	92.75	14.06
Students with Disabilities	68	66	97.06	15.15
Students Receiving Migrant Education Services	--	--	--	--
Homeless	13	13	100.00	0.00

Note: 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.

Note: 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.

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	615	603	98.05	35.82
Male	313	307	98.08	32.90
Female	302	296	98.01	38.85
Black or African American	17	17	100.00	52.94
American Indian or Alaska Native	--	--	--	--
Asian	35	35	100.00	68.57
Filipino	27	27	100.00	62.96
Hispanic or Latino	323	318	98.45	24.84
Native Hawaiian or Pacific Islander	--	--	--	--
White	208	201	96.63	42.79
Socioeconomically Disadvantaged	290	288	99.31	22.22
English Learners	69	66	95.65	7.58
Students with Disabilities	68	65	95.59	6.15
Students Receiving Migrant Education Services	--	--	--	--
Homeless	13	13	100.00	0.00

Note: 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.

Note: 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.

Note: 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.

### 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 for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2019-20)

MHHS parents are actively involved in the life of the school. We have a strong parent organization that meets monthly, an extensive parent volunteer network, and an English Language Advisory Council (ELAC) that meets regularly. Booster organizations represent both sports and performing arts programs. Parents serve as volunteers on School Site Council, WASC Focus Groups, and throughout the year with individual programs and clubs. Information about the school is provided to parents on a regular basis through the school website, ParentVue, the Grizzly Growler parent e-newsletter, our school Facebook page, and phone calls. In person parent engagement occurs through the monthly Coffee with the Principal events and on AP Parent Night, Shadow a Grizzly Day, Future Grizzly Night, college information nights, parent forums and at a number of events, shows, and awards ceremonies throughout the year.

Mission Hills Parent Association Contact: Alicia Skow

Phone Number: (760) 290-2700

#### 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.



### School Safety Plan

The Safe School Plan was developed and revised by analyzing quantitative and qualitative data relevant to student safety, discipline, emergency preparedness, emergency response, child abuse reporting, campus vulnerability, and campus traffic. Stakeholder input was solicited from our School Resource Officer, San Marcos Fire Department, Staff, Parents, and the School Site Council. We have trained staff to both know our protocols and be able to act in the event of a security incident or emergency. In addition, all members of the staff have been trained to use situational awareness on a daily basis in order to maintain proactive security, improve communication, and reduce response times.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.7	2.9	2.7
Expulsions Rate	0.2	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.0	1.8	1.5
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	1:416

\* 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.

#### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	3.0
Social Worker	1.0
Nurse	.50
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	0
Other	2.0

\* 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.

#### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	30	25	5	66	28	45	52	100	32	16	8	62
Mathematics	34	9	7	63	30	21	67	75	34	6	11	57
Science	32	14	2	56	31	10	42	77	35	4	8	48
Social Science	31	18	2	61	30	19	34	84	36	5	3	51

\* Number of classes indicates how many classrooms 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.

## Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	48	63	62

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

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

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

Every new teacher in our district engages in a rigorous 2 year training program where the new employee receives 30 hours of professional development on our research-based instructional framework, the Essential Elements of Instruction (EEI). These instructional strategies apply to any curricular area and any grade level. New administrators to the District receive professional learning in this instructional framework as well.

In the 2018-19 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 the integration of common formative and summative assessments in English language arts and math within the instructional cycle. ELA teachers were offered additional support to deepen their understanding of newly adopted instructional materials and how to appropriately use these resources to support student learning. 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. The use of technology within the educational setting to support the implementation of standards and student learning has required on-going professional development for teachers to confidently and effectively use these tools.

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

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

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,663	\$48,612
Mid-Range Teacher Salary	\$79,323	\$74,676
Highest Teacher Salary	\$100,274	\$99,791
Average Principal Salary (ES)	\$126,286	\$125,830
Average Principal Salary (MS)	\$133,521	\$131,167
Average Principal Salary (HS)	\$145,758	\$144,822
Superintendent Salary	\$240,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	39%	34%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7750	1461	6289	86250
District	N/A	N/A	7831	81887
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-21.8	5.2
School Site/ State		

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded

Gifted and Talented Education (GATE)

LCAP Supplemental

ASSETS

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

Rate for Mission Hills High School	2015-16	2016-17	2017-18
Dropout Rate	0.5	0.5	2.8
Graduation Rate	98.9	97.5	94.8

Rate for San Marcos Unified School	2015-16	2016-17	2017-18
Dropout Rate	0.5	0.9	3
Graduation Rate	97.8	95.3	93.5

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### Career Technical Education Participation

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

### Career Technical Education Programs

Education, Child Development, and Family Services

Engineering & Design

Hospitality, Tourism, and Recreation

Health Science and Medical Technology

Public Services

Arts, Media, & Entertainment

Information & Communication Technologies

### 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).

### 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.

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.51
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	63.62

### 2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	14	N/A
Fine and Performing Arts	4	N/A
Foreign Language	2	N/A
Mathematics	8	N/A
Science	10	N/A
Social Science	29	N/A
All courses	67	43.8

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.