



Mission Hills High School

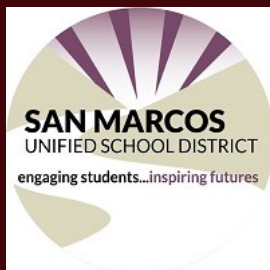
1 Mission Hills Court • San Marcos, CA 92069 • (760) 290-2700 • Grades 9-12

Cliff Mitchell, Principal

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

2019-20 School Accountability Report Card Published During the 2020-21 School Year



San Marcos Unified School District

255 Pico Ave., Ste. 250
San Marcos
(760) 752-1299
www.smusd.org

District Governing Board

Stacy Carlson, President

Sydney Kerr, Vice President

Jaime Chamberlin, Clerk

Sarah Ahmad, Member

Carlos Ulloa, Member

District Administration

Dr. Kevin Holt, Interim
Superintendent

Tiffany Campbell
Assistant Superintendent
Instructional Services

Henry H. Voros
Assistant Superintendent
Human Resources

Michael Taylor
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 2,800 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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	753
Grade 10	678
Grade 11	671
Grade 12	615
Total Enrollment	2,717

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.3
Asian	5.3
Filipino	3.6
Hispanic or Latino	53
Native Hawaiian or Pacific Islander	0.3
White	32.6
Two or More Races	2.6
Socioeconomically Disadvantaged	46.3
English Learners	6
Students with Disabilities	7.7
Foster Youth	0.1
Homeless	0.8

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	18-19	19-20	20-21
With Full Credential	96.6	100	105
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Marcos Unified	18-19	19-20	20-21
With Full Credential	♦	♦	929
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Mission Hills High School

Indicator	18-19	19-20	20-21
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 2020-21)

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: 11/10/20

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Collections, 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Chemistry/ Biology, 2005 Physics: Principals and Problems, 2005 Modern Earth Science, 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Ancient/ Modern World History/Americans, 2006 Government in America, 2011 Economics, 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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 a 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 11/03/2020 - 11/12/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Communications A: 4: (D) Ceiling tiles are stained Concession: 4: (D) Ceiling tiles are stained (D) Ceiling tiles missing, damaged or loose Culinary Kitchen: 4: (D) Ceilings have damage from cracks, tears, holes, or water damage Dry Storage A: 4: (D) Ceiling tiles are stained Entrance/Lobby: 4: (D) Ceiling tiles are stained Equipment Room: 4: (D) Ceilings have damage from cracks, tears, holes, or water damage Faculty Center: 4: (D) Ceiling tiles are stained Finance Office: 4: (D) Ceiling tiles are stained (D) Ceiling tiles missing, damaged or loose IRC Room: 4: (D) Ceiling tiles are stained 7: (D) lighting fixture or bulbs are not working or missing Mail Room: 4: (D) Ceilings have damage from cracks, tears, holes, or water damage Office 950: 4: (D) Ceiling tiles are stained Office Manager:

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>4: (D) Ceilings have damage from cracks, tears, holes, or water damage</p> <p>Room 260:</p> <p>4: (D) Ceilings have damage from cracks, tears, holes, or water damage</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>Room 270:</p> <p>4: (D) Ceiling tiles are stained</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>Room 280:</p> <p>4: (D) Ceiling tiles are stained</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>Room 370:</p> <p>4: (D) Ceiling tiles are stained</p> <p>Room 385:</p> <p>4: (D) Ceiling tiles are stained</p> <p>Room 410:</p> <p>4: (D) Ceiling tiles are stained</p> <p>Room 450:</p> <p>4: (D) Ceiling tiles are stained</p> <p>Room 455:</p> <p>4: (D) Ceiling tiles are stained</p> <p>Room 470:</p> <p>4: (D) Ceiling tiles are stained</p> <p>Room 610:</p> <p>4: (D) Ceiling tiles are stained</p> <p>Room 650:</p> <p>4: (D) Ceiling tiles are stained</p> <p>Room 670:</p> <p>4: (D) Ceiling tiles are stained</p> <p>Room 705:</p> <p>4: (D) Ceiling tiles missing, damaged or loose</p> <p>Room 720:</p> <p>4: (D) Ceilings have damage from cracks, tears, holes, or water damage</p> <p>Room 775:</p> <p>4: (D) Ceiling tiles missing, damaged or loose</p> <p>Women Coaching Room:</p> <p>4: (D) Ceiling tiles are stained</p>
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Custodial 3D: 6: (D) Evidence of ants
Electrical: Electrical	Good	Gym Upper Lobby: 7: (D) lighting fixture or bulbs are not working or missing IRC Room: 4: (D) Ceiling tiles are stained 7: (D) lighting fixture or bulbs are not working or missing Library: 7: (D) lighting fixture or bulbs are not working or missing Principal: 7: (D) lighting fixture or bulbs are not working or missing

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Reference A:</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>Room 260:</p> <p>4: (D) Ceilings have damage from cracks, tears, holes, or water damage</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>Room 270:</p> <p>4: (D) Ceiling tiles are stained</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>Room 280:</p> <p>4: (D) Ceiling tiles are stained</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>Room 290:</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>Room 335:</p> <p>7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines)</p> <p>Room 375:</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>Room 435:</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>Room 475:</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>Room 505:</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>Room 515:</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>Room 520:</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>Room 575:</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>Room 580:</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>Room 605:</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>Room 750:</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>Servery:</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>Text Book Room:</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Boys Locker Room :

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		8: (D) Toilet/urinal/sink is damaged, broken, or clogged Men RR: 8: (D) Toilet/urinal/sink is not working
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Control Room: 15: (D) Loose or sticky door locks and latches
Overall Rating	Good	

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	64	N/A	67	N/A	50	N/A
Math	36	N/A	52	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	43	N/A	42	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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 (School Year 2020-2021)

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.9	2.7	1.8	1.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	452.8

*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3.3
Social Worker	1
Nurse	0.3
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

*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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	28	45	52	100	32	16	8	62	29	26	7	64
Mathematics	30	21	67	75	34	6	11	57	32	7	15	57
Science	31	10	42	77	35	4	8	48	35	4	6	51
Social Science	30	19	34	84	36	5	3	51	34	7	7	52

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	63	62	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 2019-20 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 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,853	\$50,029
Mid-Range Teacher Salary	\$81,703	\$77,680
Highest Teacher Salary	\$103,282	\$102,143
Average Principal Salary (ES)	\$130,413	\$128,526
Average Principal Salary (MS)	\$134,412	\$133,574
Average Principal Salary (HS)	\$152,000	\$147,006
Superintendent Salary	\$245,000	\$284,736

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	33.0
Administrative Salaries	4.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7365	1267	6098	81139
District	N/A	N/A	8002	\$80,122
State	N/A	N/A	\$7,750	\$83,052

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-24.0	7.4
School Site/ State	-20.8	3.8

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

Types of Services Funded

- Gifted and Talented Education (GATE)
- LCAP Supplemental
- ASSETS

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Rate for Mission Hills High School	2016-17	2017-18	2018-19
Dropout Rate	0.5	2.8	2.1
Graduation Rate	97.5	94.8	96.3

Rate for San Marcos Unified School	2016-17	2017-18	2018-19
Dropout Rate	0.9	3	3.4
Graduation Rate	95.3	93.5	93.6

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	1308
% of pupils completing a CTE program and earning a high school diploma	58.3
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	14.3

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	98.2
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	66.12

2019-20 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	7	N/A
Foreign Language	2	N/A
Mathematics	9	N/A
Science	7	N/A
Social Science	29	N/A
All courses	71	41.9

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

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).

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.