

# Mission Hills High School

## 2021 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Mission Hills High School
<b>Street</b>	1 Mission Hills Court
<b>City, State, Zip</b>	San Marcos, CA 92069
<b>Phone Number</b>	(760) 290-2700
<b>Principal</b>	Cliff Mitchell
<b>Email Address</b>	cliff.mitchell@smusd.org
<b>School Website</b>	<a href="https://missionhillshigh.smusd.org/">https://missionhillshigh.smusd.org/</a>
<b>County-District-School (CDS) Code</b>	37737910105726

## 2021-22 District Contact Information

<b>District Name</b>	San Marcos Unified School District
<b>Phone Number</b>	(760) 752-1299
<b>Superintendent</b>	Dr. Andy Johnsen, Superintendent
<b>Email Address</b>	Andy.Johnsen@smusd.org
<b>District Website Address</b>	www.smusd.org

## 2021-22 School Overview

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.

## 2021-22 School Overview

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's North County. Mission Hills High School (MHHS) is one of two comprehensive high schools in San Marcos. MHHS opened in August 2004, with 1,900 students and currently services 3,000 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 and 2021.

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 were 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 seventeen-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.

In 2021, Mission Hills was designated as a No Place for Hate school by the Anti-Defamation League.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	791
Grade 10	742
Grade 11	670
Grade 12	651
Total Enrollment	2,854

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.8
American Indian or Alaska Native	2.6
Asian	5.2
Black or African American	0
Filipino	3.5
Hispanic or Latino	53.6
Native Hawaiian or Pacific Islander	0.3
Two or More Races	3
White	31.9
English Learners	5.6
Foster Youth	0.3
Homeless	0.9
Socioeconomically Disadvantaged	39.5
Students with Disabilities	12.2

### 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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	100
<b>Intern Credential Holders Properly Assigned</b>	0
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0
<b>Unknown</b>	0
<b>Total Teaching Positions</b>	100

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	0
<b>Misassignments</b>	0
<b>Vacant Positions</b>	0
<b>Total Teachers Without Credentials and Misassignments</b>	0

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0
<b>Local Assignment Options</b>	10
<b>Total Out-of-Field Teachers</b>	10

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

## 2021-22 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 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.

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%
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	Yes	0%
Science	Chemistry/ Biology, 2005 Physics: Principals and Problems, 2005 Modern Earth Science, 2003	Yes	0%
History-Social Science	Ancient/ Modern World History/Americans, 2006 Government in America, 2011 Economics, 2006	Yes	0%
Foreign Language			

Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

## School Facility Conditions and Planned Improvements

### School Facility Conditions and Planned Improvements

Mission Hills High opened in August 2004 is 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 was 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 a 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.

### Year and month of the most recent FIT report

10/19/2021 - 10/20/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Culinary Kitchen: 3: (D) Sewer odor present
<b>Interior:</b> Interior Surfaces	X			Concession: 4: (D) Ceiling tiles are stained Conference Room A: 4: (D) Ceiling tiles missing, damaged or loose Costume Storage: 4: (D) Ceilings have damage from cracks, tears, holes, or water damage Counselor #3: 4: (D) Ceiling tiles are stained Counselor #4: 4: (D) Ceiling tiles are stained Dry Storage A: 4: (D) Ceiling tiles are stained Entrance/Lobby:



## School Facility Conditions and Planned Improvements

			<p>4: (D) Ceiling tiles are stained</p> <p>Grils Locker Room:</p> <p>4: (D) Ceiling tiles are stained</p> <p>Office 950:</p> <p>4: (D) Ceiling tiles are stained</p> <p>15: (D) Door jambs have excessive scratches and wear marks</p> <p>Office:</p> <p>4: (D) Ceiling tiles are stained</p> <p>Office:</p> <p>4: (D) Ceiling tiles are stained</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>Room 260:</p> <p>4: (D) Ceiling tiles missing, damaged or loose</p> <p>Room 270:</p> <p>4: (D) Ceiling tiles are stained</p> <p>Room 280:</p> <p>4: (D) Ceiling tiles are stained</p> <p>Room 355:</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 550:</p> <p>4: (D) Ceiling tiles are stained</p> <p>Room 555:</p> <p>4: (D) Ceiling tiles are stained</p> <p>Room 670:</p> <p>4: (D) Ceiling tiles are stained</p> <p>Room 775:</p> <p>4: (D) Ceiling tiles are stained</p> <p>Room 870:</p> <p>4: (D) Ceiling tiles are stained</p> <p>Text Book Room:</p> <p>4: (D) Ceiling tiles are stained</p> <p>7: (D) Lighting covers are missing, damaged, or loose</p> <p>Wardrobe:</p> <p>4: (D) Ceiling tiles are stained</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		Custodial 3D: 6: (D) Evidence of ants
<b>Electrical</b>	X		Baseball #2: 7: (D) Electrical outlet covers or light switch covers are damaged or missing



## School Facility Conditions and Planned Improvements

			<p>9: (D) Sink/fountain is turned off</p> <p>Library:</p> <p>7: (D) Electrical components are damaged or not functioning properly</p> <p>Office:</p> <p>4: (D) Ceiling tiles are stained</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>Resource Room B:</p> <p>7: (D) Lighting covers are missing, damaged, or loose</p> <p>Text Book Room:</p> <p>4: (D) Ceiling tiles are stained</p> <p>7: (D) Lighting covers are missing, damaged, or loose</p>
<p><b>Restrooms/Fountains:</b></p> <p>Restrooms, Sinks/ Fountains</p>		X	<p>300 Men RR:</p> <p>8: (D) Electric hand dryers are damaged or broken</p> <p>500 Lower Women RR:</p> <p>8: (D) Electric hand dryers are damaged or broken</p> <p>800 Men 2nd Floor RR:</p> <p>8: (D) Electric hand dryers are damaged or broken</p> <p>800 Women 2nd Floor RR:</p> <p>8: (D) Electric hand dryers are damaged or broken</p> <p>9: (D) Sink/fountain is not working</p> <p>Baseball #1:</p> <p>9: (D) Sink/fountain is turned off</p> <p>15: Fencing loose</p> <p>Baseball #2:</p> <p>7: (D) Electrical outlet covers or light switch covers are damaged or missing</p> <p>9: (D) Sink/fountain is turned off</p> <p>Basketball Courts:</p> <p>9: (D) Sink/fountain is turned off</p> <p>Boys Locker Room :</p> <p>8: (D) Electric hand dryers are damaged or broken</p> <p>9: (D) Sink/fountain is turned off</p> <p>Men RR:</p> <p>9: (D) Sink/fountain is not working</p> <p>Men RR:</p> <p>9: (D) Sink/fountain is turned off</p> <p>Room 230:</p>

## School Facility Conditions and Planned Improvements

			9: (D) Water pressure too high or low Room 560: 9: (D) Sink/fountain fixture is loose Stadium: 9: (D) Sink/fountain is turned off Staff RR: 9: (D) Sink/fountain is clogged Tennis Courts: 9: (D) Sink/fountain is turned off 15: Gate not closing properly Womens Team Room: 9: (D) Sink/fountain is turned off
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		Obstacle Course : 12: One of the wood logs is broken off Room 385: 13: (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Baseball #1: 9: (D) Sink/fountain is turned off 15: Fencing loose Campus Store: 15: (D) Door jambs have excessive scratches and wear marks Office 950: 4: (D) Ceiling tiles are stained 15: (D) Door jambs have excessive scratches and wear marks Riser 2A - Outside: 15: (D) Scratches on floor or gouges on asphalt in arch of door or gate swing Room 450: 15: (D) Door jambs have excessive scratches and wear marks Tennis Courts: 9: (D) Sink/fountain is turned off 15: Gate not closing properly

## 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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	650	NT	NT	NT	NT
Female	311	NT	NT	NT	NT
Male	339	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	32	NT	NT	NT	NT
Black or African American	16	NT	NT	NT	NT
Filipino	31	NT	NT	NT	NT
Hispanic or Latino	344	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	14	NT	NT	NT	NT
White	210	NT	NT	NT	NT
English Learners	28	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	191	NT	NT	NT	NT
Students Receiving Migrant Education Services	16	NT	NT	NT	NT
Students with Disabilities	85	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	650	NT	NT	NT	NT
Female	311	NT	NT	NT	NT
Male	339	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	32	NT	NT	NT	NT
Black or African American	16	NT	NT	NT	NT
Filipino	31	NT	NT	NT	NT
Hispanic or Latino	344	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	14	NT	NT	NT	NT
White	210	NT	NT	NT	NT
English Learners	28	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	191	NT	NT	NT	NT
Students Receiving Migrant Education Services	16	NT	NT	NT	NT
Students with Disabilities	85	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	670	503	75%	25%	37%
Female	315	230	73%	27%	45%
Male	355	273	77%	23%	29%
American Indian or Alaska Native	16	14	88%	13%	21%
Asian	32	21	66%	34%	62%

<b>Filipino</b>	31	26	84%	16%	65%
<b>Hispanic or Latino</b>	357	269	75%	25%	27%
<b>Native Hawaiian or Pacific Islander</b>	2	1	50%	50%	0%
<b>Two or More Races</b>	13	8	62%	38%	50%
<b>White</b>	219	164	75%	25%	45%
<b>English Learners</b>	29	20	69%	31%	5%
<b>Homeless</b>	6	4	67%	33%	
<b>Socioeconomically Disadvantaged</b>	267	201	75%	25%	28%
<b>Students Receiving Migrant Education Services</b>	16	12	75%	25%	2%
<b>Students with Disabilities</b>	91	55	60%	40%	5%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>iReady Student Groups</b>	<b>iReady Total Enrollment</b>	<b>iReady Number Tested</b>	<b>iReady Percent Tested</b>	<b>iReady Percent Not Tested</b>	<b>iReady Percent At or Above Grade Level</b>
<b>All Students</b>	670	519	77%	23%	16%
<b>Female</b>	315	237	75%	25%	19%
<b>Male</b>	355	282	79%	21%	15%
<b>American Indian or Alaska Native</b>	16	14	88%	13%	0%
<b>Asian</b>	32	22	69%	31%	36%
<b>Filipino</b>	31	28	90%	10%	36%
<b>Hispanic or Latino</b>	357	278	78%	22%	10%
<b>Native Hawaiian or Pacific Islander</b>	2	1	50%	50%	0%
<b>Two or More Races</b>	13	9	69%	31%	33%
<b>White</b>	219	167	76%	24%	22%
<b>English Learners</b>	29	22	76%	24%	0%
<b>Homeless</b>	6	4	67%	33%	0%
<b>Socioeconomically Disadvantaged</b>	267	207	78%	22%	9%
<b>Students Receiving Migrant Education Services</b>	16	13	81%	19%	15%
<b>Students with Disabilities</b>	91	57	63%	37%	2%

\*At or above the grade-level standard in the context of the local assessment administered.



## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

## 2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	622	NT	NT	NT	NT
<b>Female</b>	313	NT	NT	NT	NT
<b>Male</b>	308	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	34	NT	NT	NT	NT
<b>Black or African American</b>	22	NT	NT	NT	NT
<b>Filipino</b>	22	NT	NT	NT	NT
<b>Hispanic or Latino</b>	328	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	17	NT	NT	NT	NT
<b>White</b>	193	NT	NT	NT	NT
<b>English Learners</b>	29	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	12	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	197	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	27	NT	NT	NT	NT
<b>Students with Disabilities</b>	65	NT	NT	NT	NT

## 2020-21 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

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	950
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	53.61

## 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

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, social media, and phone calls. In-person parent engagement occurs through the monthly Principal's Chat events and has occurred 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: Hilary Devmore  
Phone Number: (760) 290-2700

## 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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	2.1	1.9	4.8	3.4	3.6	4.4	9.0	8.9	9.4
Graduation Rate	96.3	96.1	93.0	93.6	93.4	93.5	84.5	84.2	83.6

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	647	602	93.0
Female	328	306	93.3
Male	317	295	93.1
American Indian or Alaska Native	--	--	--

Asian	37	35	94.6
Black or African American	24	22	91.7
Filipino	25	24	96.0
Hispanic or Latino	341	311	91.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	15	14	93.3
White	200	191	95.5
English Learners	66	49	74.2
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	364	332	91.2
Students Receiving Migrant Education Services	28	25	89.3
Students with Disabilities	70	54	77.1

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2912	2888	256	8.9
Female	1437	1421	112	7.9
Male	1471	1463	144	9.8
American Indian or Alaska Native	11	11	3	27.3
Asian	148	148	5	3.4
Black or African American	71	70	10	14.3
Filipino	104	104	1	1.0
Hispanic or Latino	1560	1547	164	10.6
Native Hawaiian or Pacific Islander	10	9	0	0.0
Two or More Races	90	89	8	9.0
White	918	910	65	7.1
English Learners	173	172	41	23.8
Foster Youth	18	11	9	81.8
Homeless	27	27	11	40.7
Socioeconomically Disadvantaged	1170	1161	141	12.1
Students Receiving Migrant Education Services	73	73	12	16.4
Students with Disabilities	365	364	75	20.6

## 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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	2.74	0.07	1.50	0.15	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.60	0.74	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.07	0.00
Female	0.00	0.00
Male	0.14	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.13	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.17	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.55	0.00

## 2021-22 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 to 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.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	32	16	8	62
Mathematics	34	6	11	57
Science	35	4	8	48
Social Science	36	5	3	51

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	29	26	7	64
Mathematics	32	7	15	57
Science	35	4	6	51
Social Science	34	7	7	52

## 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	35	9	2	45
Mathematics	39	2	9	38
Science	37	3	3	29
Social Science	37	3	2	31

## 2020-21 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	475.7



## 2020-21 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)	6
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	3
Social Worker	1
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	7362	1265	6097	86684
District	N/A	N/A	8305	\$84,108
Percent Difference - School Site and District	N/A	N/A	-24.0	7.4
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-32.3	3.8

## 2020-21 Types of Services Funded

Gifted and Talented Education (GATE)  
LCAP Supplemental

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$42,283	\$52,562
Mid-Range Teacher Salary	\$84,562	\$83,575
Highest Teacher Salary	\$106,898	\$104,166
Average Principal Salary (Elementary)	\$133,678	\$131,875
Average Principal Salary (Middle)	\$139,760	\$137,852
Average Principal Salary (High)	\$149,585	\$150,626
Superintendent Salary	\$255,475	\$260,243
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	4%	5%

## 2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	31.0
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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	8
Fine and Performing Arts	4
Foreign Language	0
Mathematics	5
Science	6
Social Science	15
Total AP Courses Offered	39

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 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 2020-2021 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 the integration of common formative assessments in English language arts and math within the instructional cycle. 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. With distance learning, the use of technology within the educational setting to support the implementation of standards and student learning has required ongoing professional development for teachers to confidently and effectively use these tools.

Various means of professional learning were offered: professional development 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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	62	62	62

San Marcos Unified School District  
2020-21 Local Accountability Report Card (LARC) Addendum

## Local Accountability Report Card (LARC) Addendum

### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

<b>District Name</b>	San Marcos Unified School District
<b>Phone Number</b>	(760) 752-1299
<b>Superintendent</b>	Dr. Andy Johnsen, Superintendent
<b>Email Address</b>	Andy.Johnsen@smusd.org
<b>District Website Address</b>	www.smusd.org

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10651	3	0.03	99.97	--
Female	5196	1	0.02	99.98	--
Male	5444	2	0.04	99.96	--
American Indian or Alaska Native	18	0	--	100.00	--
Asian	582	0	0.00	100.00	--
Black or African American	155	0	0.00	100.00	--
Filipino	220	0	0.00	100.00	--
Hispanic or Latino	4958	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	45	0	0.00	100.00	--
Two or More Races	550	0	0.00	100.00	--
White	4123	3	0.07	99.93	--
English Learners	1408	0	0.00	100.00	--
Foster Youth	23	0	0.00	100.00	--
Homeless	224	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2847	0	0.00	100.00	--
Students Receiving Migrant Education Services	157	0	0.00	100.00	--
Students with Disabilities	1558	3	0.19	99.81	--

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10651	3	0.03	99.97	--
Female	5196	1	0.02	99.98	--
Male	5444	2	0.04	99.96	--
American Indian or Alaska Native	18	0	--	100.00	--
Asian	582	0	0.00	100.00	--
Black or African American	155	0	0.00	100.00	--
Filipino	220	0	0.00	100.00	--
Hispanic or Latino	4958	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	45	0	0.00	100.00	--
Two or More Races	550	0	0.00	100.00	--
White	4123	3	0.07		--
English Learners	1408	0	0.00	100.00	--
Foster Youth	23	0	0.00	100.00	--
Homeless	224	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2847	0	0.00	100.00	--
Students Receiving Migrant Education Services	157	0	0.00	100.00	--
Students with Disabilities	1558	3	0.19	99.81	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.