

Mission Hills High School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Mission Hills High School
Street	1 Mission Hills Court
City, State, Zip	San Marcos, CA 92069
Phone Number	(760) 290-2700
Principal	Nathan Baker
Email Address	nathan.baker@smusd.org
School Website	https://missionhillshigh.smusd.org/
County-District-School (CDS) Code	37737910105726

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Mission Statement: Mission Hills High School provides exceptional learning experiences, with high expectations in a nurturing 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.

2023-24 School Description and Mission Statement

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'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. 100% 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 2023.

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, Construction, 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, 11 CIF Championships, and 38 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	1
Grade 9	743
Grade 10	758
Grade 11	732
Grade 12	659
Total Enrollment	2,893

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7%
Male	50.2%
American Indian or Alaska Native	1.9%
Asian	5.6%
Filipino	3.1%
Hispanic or Latino	54.7%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	4.4%
White	30.1%
English Learners	8.8%
Foster Youth	0.3%
Homeless	1.2%
Migrant	2.7%
Socioeconomically Disadvantaged	46.6%
Students with Disabilities	13.2%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	76.40	79.89	702.00	86.80	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	1.05	1.40	0.18	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	17.90	18.80	90.60	11.20	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	0.26	14.60	1.82	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	95.60	100.00	808.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	87.20	84.09	734.70	88.63	234405.20	84.00
Intern Credential Holders Properly Assigned	0.90	0.95	1.90	0.24	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.70	3.56	13.40	1.63	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	2.02	10.50	1.27	11953.10	4.28
Unknown	9.70	9.34	68.20	8.24	15831.90	5.67
Total Teaching Positions	103.80	100.00	829.00	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	17.90	3.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	17.90	3.70

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.20	1.10
Total Out-of-Field Teachers	0.20	2.10

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	18.3	3.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.7	0

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

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

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

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

Math:

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

Science:

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

Social Studies:

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

Year and month in which the data were collected

10/29/21

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections, 2017	Yes	0%
	English Language Development - California Collections, 2017		
Mathematics	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: Principles 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%

School Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvements

Mission Hills High opened in August 2004 in the fast-growing city of San Marcos, approximately thirty miles north of downtown San Diego. Situated on forty-four acres of former dairy land, Mission Hills has commanding views of the surrounding foothills and community. The campus enjoys abundant sunshine and fresh sea breezes, a wide-open plaza, four interior courtyard spaces, and an outdoor amphitheater. Also, our library, theater, gymnasium, and stadium are modern and inviting. Our gymnasium underwent a significant renovation project during the summer of 2015 in which the ceiling was repainted and outfitted with acoustical treatments; the flooring 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 nearly 3000 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

06/21/2023 - 06/26/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Office 220/230: 4: (D) Ceiling tiles have holes or stains Room 375: 4: (D) Ceiling tiles have holes or stains
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Resource Room B: 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access Light swith covet plate cracked Room 230: 7: (D) Lighting does not appear to be adequate Room 360: 7: (D) Lighting does not appear to be adequate
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	65	56	60	59	47	46
Mathematics (grades 3-8 and 11)	29	30	46	47	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	697	669	95.98	4.02	56.35
Female	344	328	95.35	4.65	62.50
Male	353	341	96.60	3.40	50.44
American Indian or Alaska Native	--	--	--	--	--
Asian	37	33	89.19	10.81	75.76
Black or African American	13	13	100.00	0.00	53.85
Filipino	24	24	100.00	0.00	87.50
Hispanic or Latino	379	367	96.83	3.17	45.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	27	93.10	6.90	70.37
White	211	201	95.26	4.74	67.66
English Learners	41	40	97.56	2.44	2.50
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	356	343	96.35	3.65	45.19
Students Receiving Migrant Education Services	16	16	100.00	0.00	25.00
Students with Disabilities	80	66	82.50	17.50	18.18

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	697	675	96.84	3.16	29.63
Female	344	330	95.93	4.07	29.09
Male	353	345	97.73	2.27	30.14
American Indian or Alaska Native	--	--	--	--	--
Asian	37	34	91.89	8.11	55.88
Black or African American	13	13	100.00	0.00	23.08
Filipino	24	24	100.00	0.00	41.67
Hispanic or Latino	379	369	97.36	2.64	17.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	27	93.10	6.90	37.04
White	211	204	96.68	3.32	44.61
English Learners	41	39	95.12	4.88	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	356	345	96.91	3.09	18.84
Students Receiving Migrant Education Services	16	16	100.00	0.00	6.25
Students with Disabilities	80	69	86.25	13.75	5.80

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	33.93	38.14	39.30	39.64	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1360	1303	95.81	4.19	38.08
Female	682	652	95.60	4.40	38.25
Male	678	651	96.02	3.98	37.90
American Indian or Alaska Native	--	--	--	--	--
Asian	83	76	91.57	8.43	64.47
Black or African American	27	25	92.59	7.41	44.00
Filipino	49	49	100.00	0.00	51.02
Hispanic or Latino	719	690	95.97	4.03	24.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	55	52	94.55	5.45	55.77
White	419	403	96.18	3.82	52.24
English Learners	78	75	96.15	3.85	0.00
Foster Youth	--	--	--	--	--
Homeless	19	18	94.74	5.26	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	687	659	95.92	4.08	25.42
Students Receiving Migrant Education Services	38	37	97.37	2.63	10.81
Students with Disabilities	150	132	88.00	12.00	6.92

2022-23 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

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1075
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	45.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.79
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	67.74

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

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

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

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

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, Grizzly Showcase, college information nights, parent forums, and at a number of events, shows, and awards ceremonies throughout the year.

Mission Hills Parent Association Contact: Hilary Devrome
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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	4.8	3.2	3.4	4.4	3.3	3.8	9.4	7.8	8.2
Graduation Rate	93	94.5	94.8	93.5	94.9	94.3	83.6	87	86.2

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	668	633	94.8
Female	338	326	96.4
Male	330	307	93.0
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	45	44	97.8
Black or African American	15	13	86.7
Filipino	26	25	96.2
Hispanic or Latino	344	323	93.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	24	23	95.8
White	211	202	95.7
English Learners	51	46	90.2
Foster Youth	0.0	0.0	0.0
Homeless	21	18	85.7
Socioeconomically Disadvantaged	376	357	94.9
Students Receiving Migrant Education Services	21	19	90.5
Students with Disabilities	77	65	84.4

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2995	2934	620	21.1
Female	1492	1456	330	22.7
Male	1501	1476	290	19.6
Non-Binary	2	2	0	0.0
American Indian or Alaska Native	11	10	5	50.0
Asian	166	164	14	8.5
Black or African American	48	46	12	26.1
Filipino	91	91	7	7.7
Hispanic or Latino	1640	1604	397	24.8
Native Hawaiian or Pacific Islander	8	8	4	50.0
Two or More Races	133	130	25	19.2
White	898	881	156	17.7
English Learners	270	264	89	33.7
Foster Youth	22	13	10	76.9
Homeless	46	46	21	45.7
Socioeconomically Disadvantaged	1529	1497	433	28.9
Students Receiving Migrant Education Services	84	84	20	23.8
Students with Disabilities	409	391	141	36.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.07	3.41	4.77	0.15	1.85	2.51	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.77	0
Female	2.61	0
Male	6.93	0
Non-Binary		
American Indian or Alaska Native	18.18	0
Asian	3.01	0
Black or African American	2.08	0
Filipino	1.1	0
Hispanic or Latino	6.1	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.01	0
White	3.34	0
English Learners	8.89	0
Foster Youth	9.09	0
Homeless	6.52	0
Socioeconomically Disadvantaged	5.95	0
Students Receiving Migrant Education Services	5.95	0
Students with Disabilities	6.85	0

2023-24 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.

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

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	17	30	43
Mathematics	31	6	32	39
Science	34	3	12	45
Social Science	33	5	18	46

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	37	15	129
Mathematics	32	10	61	90
Science	34	8	19	89
Social Science	35	8	18	104

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	516.61

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	2.4

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7362	1265	6097	86684
District	N/A	N/A	8305	\$89,968
Percent Difference - School Site and District	N/A	N/A	-24.0	7.4
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-7.8	3.8

Fiscal Year 2022-23 Types of Services Funded

Gifted and Talented Education (GATE)
LCAP Supplemental

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

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

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	34.7
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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	2
English	20
Fine and Performing Arts	12
Foreign Language	2
Mathematics	18
Science	12
Social Science	49
Total AP Courses Offered Where there are student course enrollments of at least one student.	123

Professional Development

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

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

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

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

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

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

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

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	62	62	62