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Grades 9-12

MISSION HILLS HIGH SCHOOL

School Accountability Report Card

Reported Using Data from the 2017-18 School Year
Published During 2018-2019

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School District**
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About This School

School's Mission Statement

Mission Hills High School's foundational value of providing "high expectations in a nurturing environment," affords our students the opportunity for exceptional learning experiences and is designed to meet the unique academic and social needs of our diverse community.

Principal's Message

Mission Hills High School is a comprehensive high school with a diverse student population of over 2,600 students and a caring, committed community of educators. Mission Hills has a culture in which individual achievement is valued and supported, and staff members collaborate to help students achieve at the highest possible levels. All Mission Hills curricula are based on state standards for each content area, and students are encouraged to challenge the most rigorous courses while receiving academic support at all levels. Mission Hills' students have received numerous honors and awards, both academic and extra-curricular.

Major Achievements

- Named a California Honor Roll School in 2016-2017 and 2017-2018 for generating strong academic outcomes for all students.
- San Marcos Unified School District's graduation rate of 97.8% was the highest of all school districts in San Diego County for the class of 2017.
- 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.
- More students are enrolled in AP classes than ever before. The AP Pass Rate remains well above the state and national averages and our school's five-year average; a testament to our high expectations and nurturing environment.
- Highly certified AVID site. 95% of AVID seniors accepted into a 4-year university and garnered \$645,000 in grants and scholarships.
- California Distinguished School 2011.
- Home to four multi-year career academies: Culinary Arts, Criminal Justice, and Healthcare, which meaningfully prepare students for college and career. Other Career Technical Education (CTE) programs have been added over the past few years: Digital Photography, Digital Music, Robotics, Careers in Education, Child Development, and Engineering.
- Over 60% of our students participate in extra-curricular or co-curricular activities, which creates a strong sense of belonging to our school. We have over twenty varsity sports programs, in which we've won 1 State Championship, 10 CIF Championships and 36 league titles in our short fifteen-year history.
- MHHS marching band, color guard, and drum-line, all rapidly growing programs, have won several major competitions and performed at the Sydney Opera House in 2006 and in Beijing, China in 2008.



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- Home to several programs to unite students, promote positive behavior, and help all students achieve at high levels: Teen Presenters from Mission Hills have joined the San Marcos Prevention Coalition to spread a message promoting a drug and alcohol-free lifestyle. Peer Leaders Uniting Students (PLUS Crew), the first program of its kind in San Diego County empowers students to lead, educate, influence, and support their fellow students. Link Crew, a transition program that welcomes freshmen and helps them successfully transition to high school. Every 15 Minutes, a vivid, real-life anti-drinking/texting while driving program hosted by the California Highway Patrol is delivered to students every two years.

Focus for Improvement

- Continue to increase student achievement as measured by CAASPP, CELDT, and AP tests as well as A-G completion rates.
- Emphasize the incorporation of 21st Century skills (the 4Cs) such as communication, collaboration, critical thinking, and creativity into classroom instruction to better prepare students for college and career.
- Further integrate technology as an instructional tool to support curriculum, instruction, and assessment.
- Increase consistency in educational opportunities through consistent course assignments and grading/assessment policies and practices.

Student Enrollment by Subgroup (2017-18)

This table includes the percentage of students enrolled at the school on the previous year Fall Census Day (first Wednesday in October) by racial/ethnic student group, and the percentage of students at the school who are identified as socioeconomically disadvantaged (SED), English Learners (ELs), students with disabilities, and foster youth. The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Student Group	Percent of Total Enrollment
Black or African American	2.8%
American Indian or Alaska Native	0.4%
Asian	4.6%
Filipino	3.3%
Hispanic or Latino	53.2%
Native Hawaiian or Pacific Islander	0.7%
White	35.1%
Two or More Races	0.0%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	49.2%
English Learners	9.0%
Students with Disabilities	11.8%
Foster Youth	0.1%

Student Enrollment by Grade Level (2017-18)

This table displays the number of students by grade level that were enrolled at the school on the previous year Fall Census Day (first Wednesday in October). The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Grade Level	Enrollment
Grade 9	705
Grade 10	647
Grade 11	590
Grade 12	605
Total Enrollment	2,547

Conditions of Learning

Teacher Credentials

Here we report the number of teachers assigned to the school and the district with a full credential, without a full credential, and those teaching outside their subject area of competence.

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	102.8	105.4	96.6	929.1
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course during the first 20 days of the school year or semester).

	2016-17	2017-18	2018-19
Misassignments of Teachers of EL	0	0	0
*Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners (EL).

Curriculum and Instructional Materials

Reading and Writing: San Marcos Unified School District high schools offer a full array of English Language Arts classes, including English 9, 10, 11, and English 12 ERWC. These core classes are designated as College Prep or Honors in grades 9 and 10; grades 11 and 12 offer College Prep or Advanced Placement options. Students experience a range of expository texts and literature, and develop analytical and interpretative reading and writing skills as outlined in the *California Common Core English Language Arts Standards*.

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Mathematics: Math courses are transitioning to the California Common Core State Standards for Mathematics, adopted in 2010 and modified in 2015. 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.

Science: SMUSD is beginning its transition to the Next Generation Science Standards for California Public Schools, adopted in September 2013. The district has adopted the three course model and will transition to the new courses over the next two years. Currently we offer Biology of the Living Earth and will begin Chemistry in the Earth System and Physics in the Universe beginning next school year. These three courses will be the base of our science instruction. Students also have the opportunity to enroll in Medical Biology, Chemistry, Earth and Physical Science, Physics, Genetics, Oceanography, Biochemistry and Forensic Science. Additionally, several Advanced Placement sciences classes are offered. SMUSD teachers also incorporate the *California Common Core State Standards in Literacy for Sciences* that focus heavily on aspects of reading, writing and research.

Social Studies: 10th grade students take World History which focuses on the modern world. Students view essential elements of modern society within the themes of moral and ethical principles, industrialization, imperialism, war and disillusionment, human rights, and ideology and democracy. *Eleventh grade students take US History* which focuses on the United States, historical documents, and history from the

beginning of the development of democratic traditions to the present day. American Government/Economic, taken by twelfth grade students, focuses on the basic concepts and principles of the American political and economic systems from the beginning of the development of democratic traditions to the present. Students have the opportunity to draw connections between content and the skills associated with history concepts and literature. The courses are influenced by the California Standards for Literacy in the History/Social Sciences. Students in grades nine through twelve have the opportunity to take core and elective history social science classes at the college preparatory, Honors and Advanced Placement level.

Specialized Services

MHHS has programs to meet the needs of students of all ability levels, from gifted students through those with disabilities. MHHS offers many honors and Advanced Placement classes and a range of programs to meet the needs of those with disabilities. MHHS has four academies, which offer two years of coursework, significant college credit, and employment opportunities.

Gifted and Talented Education: MHHS offers a wide spectrum of honors and Advanced Placement (AP) courses and an honors biochemistry class, which is offered jointly with CSUSM. Honors classes offer a more rigorous and faster-paced curriculum and are designed to help prepare students for Advanced Placement courses. Also, college preparatory classes are designed to help students achieve standards that will allow them to challenge honors and AP classes. MHHS has an open access policy, and

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2018-19)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. The adoption of the resolution regarding sufficiency of instructional and supplemental instructional materials for fiscal year 2018-19 pursuant to Education Code Sections 60119, 60422(b) and 60451 was done on November 1, 2018.

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Language Arts	California Collections	2017	Yes	0
Math	Calculus of a Single Variable	2007	Yes	0
Math	Big Ideas MATH: Algebra 2	2015	Yes	0
Math	Big Ideas MATH: Geometry	2015	Yes	0
Math	Big Ideas MATH: Algebra 1	2015	Yes	0
Math	Big Ideas MATH: Course 3	2015	Yes	0
Math	Pre-Calculus	2008	Yes	0
Science	Chemistry/ Biology	2005	Yes	0
Science	Physics: Principals and Problems	2005	Yes	0
Science	Modern Earth Science	2003	Yes	0
Social Studies	Ancient/ Modern World History/Americans	2006	Yes	0
Social Studies	Government in America	2011	Yes	0
Social Studies	Economics	2006	Yes	0

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any student who desires to may take the most challenging courses available. Counselors work closely with our AP Support Teacher to identify students ready for the rigors of more advanced course work.

Special Education Program: MHHS has programs for all ability levels. These programs include Severely Handicapped, Functional Skills, Resource classes, and Co-Taught classes. Resource students also are mainstreamed into regular education classes via our Co-Teaching model. All special education students have an Individual Education Plan, a monitoring teacher, and an administrator who oversees the student's education plan.

English Learner Program: The English Learner program consists of ELD and content cluster classes. MHHS has highly trained and effective ELD teachers in ELD levels I-IV. MHHS has recently participated in a process to connect the English Language Learners standards to the state requirements for English/Language Arts. MHHS also offers a number of ELD cluster classes designed for language learners in English and History courses and has recently opened clustered Chemistry and Algebra II to help meet our English Learners quest to meet A-G requirements. Our cluster teachers design lessons and instruction to help English Learners master the curriculum through group work, speaking activities, and a focus on vocabulary development. All ELD and cluster classes meet UC A -G requirements except ELD 1 and ELD 2. MHHS teachers have been chosen by the San Diego County Office of Education as models for best instructional practices in the region. English

Learners follow a four-year academic "pathway" toward graduation. Three of our six full-time counselors speak Spanish fluently. We also provide translation services for teachers and other staff members to communicate in Spanish with families. Staff members regularly evaluate student transcripts to ensure that students are on track for graduation. Students may take classes in the summer to keep them on track for graduation.

School Facilities

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 completed 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.

School Facility Good Repair Status (School Year 2018-19)

To determine the condition of our facilities, our district sends experts from our facilities team to inspect them. They use a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed. The inspection took place on September 12, 2018.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Snake urinal drains need repair in gym restroom. Repaired HVAC in one room. Smoke damper motor replaced.
Interior: Interior Surfaces	X			One room laminate repaired. One room stained ceiling tile.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Replaced door sweep.
Electrical: Electrical	X			More than one room outlets loose at lab stations, secured. One room outlet burnt. Replaced ballast in one room. GFI tripped, reset in one room. One hand dryer repaired.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		More than one room faucets need repair. Two restrooms toilet seats loose. One restroom replaced solenoid. Two restrooms clogged drains, repaired. One room clogged supply line. One restroom stall door hanging, repaired. One restroom toilet rebuilt.
Safety: Fire Safety, Hazardous Materials	X			No repairs needed at the time of inspection.
Structural: Structural Damage, Roofs	X			One room found conduit penetration leak, repaired.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Multiple windows/doors needs repair and/or adjustment. More than one room broken tail piece in door cylinder. One room missing lock on door.
Overall Rating	Exemplary			Good
				96%
	Fair			Poor

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

Cleaning Process and Schedule

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

Maintenance and Repair

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

Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned

with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
ELA/Literacy	73%	62%	65%	65%	48%	50%
Mathematics	37%	30%	49%	51%	37%	38%

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

CAASPP Assessment Results—Test Results in ELA by Student Groups, Grade 11 (2017-18)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	575	569	98.96%	61.69%
Male	300	297	99.00%	54.55%
Female	275	272	98.91%	69.49%
Black or African American	15	15	100.00%	46.67%
American Indian or Alaska Native	--	--	--	--
Asian	22	22	100.00%	95.45%
Filipino	19	18	94.74%	83.33%
Hispanic or Latino	300	297	99.00%	51.52%
Native Hawaiian or Pacific Islander	--	--	--	--
White	206	204	99.03%	72.55%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	284	280	98.59%	47.14%
English Learners	74	72	97.30%	15.28%
Students with Disabilities	69	68	98.55%	13.24%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: 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.

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CAASPP Assessment Results—Test Results in Mathematics by Student Groups, Grade 11 (2017-18)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	581	564	97.07%	30.14%
Male	304	293	96.38%	27.99%
Female	277	271	97.83%	32.47%
Black or African American	15	15	100.00%	6.67%
American Indian or Alaska Native	--	--	--	--
Asian	22	22	100.00%	86.36%
Filipino	20	18	90.00%	61.11%
Hispanic or Latino	303	294	97.03%	16.33%
Native Hawaiian or Pacific Islander	--	--	--	--
White	208	202	97.12%	42.57%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	287	279	97.21%	15.77%
English Learners	76	71	93.42%	5.63%
Students with Disabilities	75	66	88.00%	1.52%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: 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.

California Standards Tests in Science for All Students Grades Five, Eight, and High School

Subject	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in both assessments.

Career Technical Education Programs (2017-18)

When Mission Hills opened, one of its most innovative features was the establishment of multi year Career and Technical Education (CTE) elective pathways. The courses embedded within the pathways offered at Mission Hills are designed to prepare students for well-paying jobs in the workforce

immediately after high school. Many of our CTE courses offer simultaneous elective credit at Mission Hills and Palomar Community College. The original academies were Culinary Arts, Fire Technology, and Criminal Justice followed a year later with a Health Careers program. The Health Careers program was developed in partnership with Palomar/Pomerado Hospital, seeking to enlist more students in pursuing medical careers. As specific industry demands change Mission Hills adapts by offering new and innovative courses in pathways to afford students the opportunity to earn valuable workplace skills and certifications while still enrolled in high school.

The following is a list of Career Technical Educational (CTE) programs offered at our school:

- Microsoft IT Academy
- Digital Photography
- Culinary Arts Academy
- Health Academy
- Multi-Media Productions and TV News Production
- Criminal Justice Academy
- Digital Music
- Robotics
- Music Theory and Technology
- Careers in Education
- Child Development
- Engineering



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Career Technical Education Participation (2017-18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	957
Percent of pupils completing a CTE program and earning a high school diploma	100%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for UC and/or CSU Admission

	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	98.8%
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	65.5%

Other Pupil Outcomes

California Physical Fitness Test Results (2017-18)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT web page](#).

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)		
	Four of Six	Five of Six	Six of Six
9	13.7%	19.0%	46.8%

Engagement

State Priority: Parental Involvement

Name of Contact: Alicia Skow

Phone Number: (760) 290-2700

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 every sport and the performing arts programs. Parents serve as volunteers on School Site Council, and an MHHS parent is part of the Leadership Team, which is composed of heads of departments and administrators. Information about the school is provided to parents through the school website and a web-based grading system, through letters and phone calls, on AP Parent Night, Grizzly Shadow Day, eighth grade parent night, college information nights, parent forums and at a number of awards ceremonies throughout the year.

State Priority: Pupil Engagement

Dropout Rate and Graduation Rate

	School			District			State		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Dropout Rate	3.2	0.5	0.5	3.9	0.5	0.9	10.7	9.7	9.1
Graduation Rate	95.1	98.9	97.5	93.6	97.8	95.3	82.3	83.8	82.7

Completion of High School Graduation Requirements

The percent of students in the school's most recent certified graduating class that met all state and local graduation requirements for grade twelve completion. Data are provided at the school, district, and state levels for all students and for those student groups for which numerically significant data are reported by the CDE.

Graduating Class of 2017			
Group	School	District	State
All Students	95.2%	93.9%	88.7%
Black or African American	94.7%	100.0%	82.2%
American Indian or Alaska Native	0.0%	66.7%	82.8%
Asian	94.1%	100.0%	94.9%
Filipino	100.0%	97.6%	93.5%
Hispanic or Latino	94.7%	91.5%	86.5%
Native Hawaiian or Pacific Islander	83.3%	100.0%	88.6%
White	95.9%	95.1%	92.1%
Two or More Races	0.0%	100.0%	91.2%
Socioeconomically Disadvantaged	99.0%	96.8%	88.6%
English Learners	85.7%	79.0%	56.7%
Students with Disabilities	93.7%	87.4%	67.1%
Foster Youth	50.0%	50.0%	74.1%

State Priority: School Climate

School Safety

SB187 Safety Plan

Date the plan was last updated: 9/24/2018

Date the plan was last reviewed with staff: 8/16/2018

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5, and (10) lock down procedures. A copy of the plan is available for inspection by the public at each school.

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MHHS is a safe environment for students and adults. All visitors must check in at the administration building, and entrances to the school are monitored by campus security. MHHS is a closed campus with a full-time San Marcos sheriff deputy, three full-time and a number of part-time campus supervisors. Seniors with a 3.0 G.P.A. may petition to be allowed to walk off campus at lunch.

The administration includes a principal and four assistant principals. The school regularly conducts fire drills, disaster drills, and lockdown intruder drills. Administrators, counselors, and other adults are trained in conflict mediation, and MHHS has a code for behavior that is strictly enforced.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	School		
	2015-16	2016-17	2017-18
Suspensions	2.5%	2.7%	2.9%
Expulsions	0.2%	0.2%	0.0%
	District		
	2015-16	2016-17	2017-18
Suspensions	1.5%	2.0%	1.8%
Expulsions	0.1%	0.1%	0.0%
	State		
	2015-16	2016-17	2017-18
Suspensions	3.7%	3.7%	3.5%
Expulsions	0.1%	0.1%	0.1%

Discipline

At MHHS, we believe that the best way to ensure exemplary student behavior is to provide a high-quality education and to connect students to the school, to adults, and to each other. Providing students with clear expectations for behavior and being consistent with consequences for behavior help students avoid problems. Classroom teachers set classroom expectations and work with students on their behavior and academic issues. Parents are encouraged to communicate often with teachers

Average Class Size and Class Size Distribution (Secondary)

The average class size is calculated by dividing the number of students enrolled in classes, excluding special education and a few other minor categories, divided by the number of classes. The following table provides three years of data.

Subject	2015-16				Avg. Class Size	2016-17			Avg. Class Size	2017-18				
	Avg. Class Size	Number of Classes*				Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			
		1-22	23-32	33+			1-22	23-32			33+	1-22	23-32	33+
English	29	16	31	48	30.0	25	5	66	28.0	45	52	100		
Mathematics	30	6	39	30	34.0	9	7	63	30.0	21	67	75		
Science	33	1	16	43	32.0	14	2	56	31.0	10	42	77		
Social Science	32	10	11	59	31.0	18	2	61	30.0	19	34	84		

*Number of classes indicates how many classes fall into each size category (a range of total students per class). At the secondary school level, this information is reported by subject area rather than grade level

about their concerns. If another intervention is needed, a student may be referred to a counselor or an assistant principal. Every week, the guidance and administrative teams meet to discuss interventions for students with on-going problems. If a behavior consequence is necessary, an assistant principal will assign consequences such as Saturday School, detention, in-school-suspension, or suspension from school. In severe cases, students may be transferred to the continuation high school or recommended for expulsion. Each student is assigned to an assistant principal who works with the student for the best possible academic and behavioral outcome.

Attendance

The truancy rate for students is defined by the State of California is any student with three unexcused absences, and based on those guidelines the truancy rate for Mission Hills High School was 10.9% during 2017-18.

Other SARC Information

Academic Counselors and Other Support Staff

The following table lists the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part-time at our school and some may work at more than one school in our district.

Title	Number of FTEs* Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	6.00	424.5
Psychologist	3.00	
Social Worker	1.00	
Nurse	0.33	
Speech/Language/Hearing Specialist	2.00	
TOSA Intervention Support Teacher	1.00	

* 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.

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School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School	\$7,429	\$1,278	\$6,151	\$82,853
District			\$7,664	\$79,218
State			\$7,125	\$80,764
Percent Difference: School/District			(20%)	5%
Percent Difference: School/State			(14%)	3%

- **Restricted** source means money whose use is restricted by legal requirement or by the donor. Examples include, but are not limited to, instructional materials, economic impact aid, and teacher and principal training funds.
- **Unrestricted** source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor. Examples include, but are not limited to, class size reduction, state lottery (not the instructional materials portion), and undesignated local parcel tax funds.

The CDE's calculation is based on EC Section 41372 definitions (see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>, modified to include only unrestricted sources in the calculation.

For more information, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at <http://www.ed-data.org>.

Other Funding (Fiscal Year 2017-18)

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

- Gifted and Talented Education (GATE)
- Teacher Credential Block Grant
- Lottery Instructional Materials
- Vocational Education
- Title II Part A
- Title II Part B Math & Science
- Career Technology Education Incentive Grant
- Special Education Project Workability
- College Readiness Block Grant
- Gear Up Palomar College Grant
- AFCEA Education Foundation Grant
- Current Wisdom Grant
- California Coast Care Educator Grant
- CSEA Check Grant

Teacher & Administrative Salaries (Fiscal Year 2016-17)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$37,922	\$47,903
Mid-Range Teacher Salary	\$75,842	\$74,481
Highest Teacher Salary	\$95,873	\$98,269
Average Principal Salary (ES)	\$120,248	\$123,495
Average Principal Salary (MS)	\$127,163	\$129,482
Average Principal Salary (HS)	\$143,974	\$142,414
Superintendent Salary	\$333,971	\$271,429
Percent of District Budget		
Teacher Salaries	37.0%	35.0%
Administrative Salaries	5.0%	5.0%

Advanced Placement Courses (2017-18)

Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
English	27	
Fine & Performing Arts	18	
Foreign Language	4	
Mathematics	16	
Science	18	
Social Science	56	
All Courses	139	41.8%

*Where there are student course enrollments.

Note: Shaded cells do not require data.

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

SCHOOL ACCOUNTABILITY REPORT CARD

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 2017-18, the district continued to focus professional learning on the implementation of state academic content standards in English language arts, English language development, mathematics and science. Understanding the more rigorous expectations of the content standards, learning evidence-based instructional strategies that best support the standards and using newly purchased resources that align to the standards have been topics over time. The use of devices and digital curriculum to support the implementation of the new standards has required on-going professional development for teachers to confidently and effectively use these tools.

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

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

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <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).

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.

