# Mission Early College High School
## 2023-2024 School Accountability Report Card
## (Published During the 2024-2025 School Year)

## General Information about the School Accountability Report Card (SARC)

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| **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. <br><br> - 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/. <br><br> - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. <br><br> - For additional information about the school, parents/guardians and community members should contact the school principal or the district office. <br><br> A hard copy of the School Accountability Report Card is available at your School Office, upon request. |
| **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. |

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| **Admission Requirements for the University of California (UC)** | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/. |
| **Admission Requirements for the California State University (CSU)** | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/. |

## 2024-25 School Contact Information

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|---|---|
| **School Name** | Mission Early College High School |
| **Street** | 3000 Mission College Blvd., Gillmor Center Building, Third Floor |
| **City, State, Zip** | Santa Clara, CA  95054 |
| **Phone Number** | (408) 855-5532 |
| **Principal** | Viola Smith |
| **Email Address** | vsmith@scusd.net |
| **School Website** | https://mechs.santaclarausd.org/ |
| **Grade Span** | 9-12 |
| **County-District-School (CDS) Code** | 43-69674-0135970 |

## 2024-25 District Contact Information

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|---|---|
| **District Name** | Santa Clara Unified School District |
| **Phone Number** | (408) 423-2000 |
| **Superintendent** | Gary Waddell, Ed.D. |
| **Email Address** | communications@scusd.net |
| **District Website** | www.santaclarausd.org |

## 2024-25 School Description and Mission Statement

Vision Statement

Mission Early College High School (MECHS) is a dual enrollment partnership between Santa Clara Unified School District and West Valley-Mission Community College District that provides a learning environment that enables students to rediscover their love for learning, foster an appreciation for diversity, take responsibility for their education and lives, and develop the habit of mind of continual self-reflection. Our staff seeks to educate the whole learner and recognizes the uniqueness of each student. We do this by being intellectually curious, passionate, highly qualified, and enthusiastic. We believe that learning transfers to

## 2024-25 School Description and Mission Statement

life beyond the classroom experience, and should equip each student to thrive as a responsible citizen in a global community.

History of the School

Mission Early College High School was established in 2017, in order to expand educational pathways in SCUSD so that all students had a viable option towards academic success. This innovative college immersion program (transformed from the previous Mission Middle College Program) blends high school and college into a cohesive educational program and provides an exceptional opportunity for SCUSD students to earn a high school diploma and up to 60 units of transferable college credit, or an Associate's Degree upon graduating. MECHS is designed to empower students to take control of their own education and provides a seamless pathway to post-secondary opportunities.

MECHS provides students with a rigorous learning environment and positions them to fulfill and exceed the University of California and California State University systems' "A-G" admission requirements.  MECHS students are nurtured and supported within a strong college-bound culture with high expectations for all, resulting in the cultivation of habits and skills needed to be competitively eligible for admission to four-year colleges and universities.

## About this School

### 2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Grade 9 | 43 |
| Grade 10 | 46 |
| Grade 11 | 61 |
| Grade 12 | 39 |
| Total Enrollment | 189 |

### 2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 59.3 |
| Male | 40.7 |
| Asian | 31.2 |
| Black or African American | 12.2 |
| Filipino | 4.2 |
| Hispanic or Latino | 22.8 |
| Two or More Races | 6.3 |
| White | 22.8 |
| English Learners | 4.8 |
| Homeless | 1.1 |
| Socioeconomically Disadvantaged | 26.5 |
| Students with Disabilities | 3.2 |

## 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) | 4.90 | 100.00 | 660.20 | 87.60 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.70 | 0.23 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 14.20 | 1.89 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 20.70 | 2.75 | 12115.80 | 4.41 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 56.70 | 7.52 | 18854.30 | 6.86 |
| Total Teaching Positions | 4.90 | 100.00 | 753.60 | 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) | 6.10 | 100.00 | 690.20 | 89.56 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.10 | 0.15 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 10.00 | 1.30 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 20.20 | 2.63 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 48.90 | 6.36 | 15831.90 | 5.67 |
| Total Teaching Positions | 6.10 | 100.00 | 770.60 | 100.00 | 279044.80 | 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.

## 2022-23 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) | 6.90 | 100.00 | 665.60 | 89.12 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 4.80 | 0.65 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 28.30 | 3.80 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 16.30 | 2.19 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 31.60 | 4.24 | 14303.80 | 5.15 |
| Total Teaching Positions | 6.90 | 100.00 | 746.90 | 100.00 | 277698 | 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 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 | 2022-23 |
|---|---|---|---|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 0.00 | 0.00 | 0 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 0.00 | 0.00 | 0 |

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 | 0 |
| Local Assignment Options | 0.00 | 0.00 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0.00 | 0 |

## Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Misassignments for English Learners** (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 0 | 0 |
| **No credential, permit or authorization to teach** (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | 0 | 0 |

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks and materials were reviewed and adopted by the Board of Trustees in 2023 and are current, in good condition, and available to all students. A full list of core and supplemental textbooks and materials can be found on the district website at: www.santaclarausd.org/InstructionalResources.

| Year and month in which the data were collected | January 2025 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | www.santaclarausd.org/InstructionalResources Board adopted: July 2023 | Yes | 0 |
| **Mathematics** | www.santaclarausd.org/InstructionalResources Board adopted: July 2023 | Yes | 0 |
| **Science** | www.santaclarausd.org/InstructionalResources Board adopted: July 2023 | Yes | 0 |
| **History-Social Science** | www.santaclarausd.org/InstructionalResources Board adopted: July 2023 | Yes | 0 |
| **Foreign Language** | www.santaclarausd.org/InstructionalResources Board adopted: July 2023 | Yes | 0 |
| **Health** | www.santaclarausd.org/InstructionalResources Board adopted: July 2023 | Yes | 0 |
| **Visual and Performing Arts** | www.santaclarausd.org/InstructionalResources Board adopted: July 2023 | Yes | 0 |

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

## School Facility Conditions and Planned Improvements

General
Santa Clara Unified School District (SCUSD) takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, SCUSD uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available by request made to the SCUSD's Facilities department at (408) 423-2061.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Maintenance and Repair
SCUSD 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.

Cleaning Process and Schedule
The governing board has adopted cleaning standards for all schools in SCUSD, Board Policy 3514. The policy can be found online at www.santaclarausd.org/BoardPolicies. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance
SCUSD participates in the State School Deferred Maintenance Program to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Modernization Projects
SCUSD strives to be a model of financial responsibility, making every effort to spend taxpayer dollars wisely. At the same time, ongoing bond programs are necessary in a district this large, with so many students, teachers, and facilities needs. Bond funds allow the District to maintain safe, modern school facilities and bring in updated technology essential to student achievement. Measure B 1997 improvements included new elementary school play structures, new high school science classrooms and outdoor athletic facilities, the major renovation of eleven elementary schools, an ambitious roof replacement program, and two high school performing arts buildings. Measure J 2004 generated funds to modernize buildings and classrooms for middle schools, high schools, and the adult education campus. Measure H 2010 upgraded fire, safety and security systems, renovated and reopened a closed elementary school, installed solar panels to decrease energy costs, purchased the Agnews campus property, and expanded overcrowded schools. Measure H 2014 funds construction of three new schools on the Agnews campus, expands overcrowded schools, and addresses critical facility needs such as replacing roofs and adding air conditioning to elementary school classrooms. Measure BB 2018 funds the construction of three new schools, reconstructs fields, replaces aging play structures and playground paving, adds shade structures, and upgrades fencing and gates, among many other crucial projects. More: www.santaclarausd.org/bond

Age of School Buildings
Mission Early College High School is located in the Gillmor Center Building on the Mission College campus.

| Year and month of the most recent FIT report | August 2024 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks. |
| **Interior:** Interior Surfaces | X | | | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks. |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | X | | | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks. |

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| **Electrical** | X | | | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks. |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks. |
| **Safety:** Fire Safety, Hazardous Materials | X | | | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks. |
| **Structural:** Structural Damage, Roofs | X | | | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks. |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks. |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| | X | | |

| | |
|---|---|
| **B. Pupil Outcomes** | ## State Priority: Pupil Achievement |

### 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|---|---|---|---|---|---|
| English Language Arts/Literacy (grades 3-8 and 11) | 74 | 93 | 59 | 58 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 42 | 59 | 47 | 47 | 34 | 35 |

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 59 | 59 | 100.00 | 0.00 | 93.22 |
| Female | 38 | 38 | 100.00 | 0.00 | 89.47 |
| Male | 21 | 21 | 100.00 | 0.00 | 100.00 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 25 | 25 | 100.00 | 0.00 | 92.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |

| | | | | | |
|---|---|---|---|---|---|
| **White** | 16 | 16 | 100.00 | 0.00 | 93.75 |
| **English Learners** | 0 | 0 | 0 | 0 | 0 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 19 | 19 | 100.00 | 0.00 | 89.47 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 0 | 0 | 0 | 0 | 0 |

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| CAASPP<br>Student Groups | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|---|---|---|---|---|---|
| **All Students** | 59 | 59 | 100.00 | 0.00 | 59.32 |
| **Female** | 38 | 38 | 100.00 | 0.00 | 50.00 |
| **Male** | 21 | 21 | 100.00 | 0.00 | 76.19 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | 25 | 25 | 100.00 | 0.00 | 68.00 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | -- | -- | -- | -- | -- |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | 16 | 16 | 100.00 | 0.00 | 68.75 |
| **English Learners** | 0 | 0 | 0 | 0 | 0 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|---|---|---|---|---|---|
| **Socioeconomically Disadvantaged** | 19 | 19 | 100.00 | 0.00 | 47.37 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 0 | 0 | 0 | 0 | 0 |

## 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 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 a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | 75.00 | 33.33 | 42.09 | 41.60 | 30.29 | 30.73 |

## 2023-24 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 | 39 | 36 | 92.31 | 7.69 | 33.33 |
| Female | 24 | 22 | 91.67 | 8.33 | 40.91 |
| Male | 15 | 14 | 93.33 | 6.67 | 21.43 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

## 2023-24 Career Technical Education Programs

Career Technical Education (CTE) prepares students to continue on to postsecondary education with expertise in specific areas. CTE supports high academic standards, includes career exploration, and is designed to offer students exposure to a broad range of career opportunities, access to relevant and rigorous educational programs that help them achieve their career aspirations, and opportunities to benefit from workplace learning experiences. Visit the school's website to view its course catalog for a full and current list of available career technical programs offered at the school.

Students at Santa Clara Unified School District have a variety of CTE programs to choose from. The high schools offer pathways in automotive technology, biotechnology, business technology, culinary arts, hospitality and management preparation, fashion design, marketing sales, and service and information technologies. Each CTE Pathway has a sequence of two or more courses that build knowledge, skill, and proficiency in a specific industry sector and can lead to industry certification and higher education programs. Articulation agreements with Mission and West Valley Community Colleges are in place for a number of our CTE Pathways, waiving the introductory course requirements once students begin their postsecondary education. Courses with articulation agreements include business, culinary arts, hospitality and management preparation, fashion design, digital media and information technology. Automotive, construction and biotech have dual enrollment opportunities for students. Most of our CTE classes offer University of California A-G approved course credit, making it attractive to students wanting both college preparation and the CTE experience. Junior and senior students at all high schools also have full access to work experience and a comprehensive selection of courses available at the Silicon Valley

## 2023-24 Career Technical Education Programs

Career Technical Education Center through MetroEd's joint powers agency.

Students in CTE courses are counseled by their program teacher and the full-time career center technician. All high schools have college and career resources that offer college and career planning. Career center technicians arrange college fairs; college visits and presentations with traditional colleges and universities, as well as technical and trade schools; job fairs; Armed Services Vocational Aptitude Battery (ASVAB) and other career assessment testing; scholarship and financial aid advising for all postsecondary schools.

All CTE teachers have received high-quality professional development around recruitment and supporting non-traditional and special population students as well as topics within their industry field. All CTE classes are aligned with the CTE model curriculum standards for California public schools. The CTE staff works closely with counselors, special education, and ELL facilitators to ensure full access and support for these special population students. All programs conduct an end-of-year review, which includes student surveys, grade analysis, enrollment data evaluation, and detailed descriptive narratives.

The district has Carl Perkins programs that follow the quality indicators and criteria for program approval. The district has developed professional partnerships with community organizations to help students prepare for the workforce and obtain work placements. The SCUSD CTE Advisory Board is composed of over 75 local industry representatives from our industry sectors with programs in our schools and is led by the Coordinator of Career Technical Education.

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## 2023-24 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---|
| **Number of Pupils Participating in CTE** | 28 |
| **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 |
|---|---|
| **2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission** | 100 |
| **2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission** | 87.18 |

## 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.

## 2023-24 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 requires only participation results 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 |
|---|---|---|---|---|---|
| **Grade 9** | 95.3 | 93 | 95.3 | 93 | 95.3 |

## 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.

## 2024-25 Opportunities for Parental Involvement

Mission Early College High School maintains an open line of communication between parents, students, and staff. Parents are encouraged to participate in our School Site Council (SSC), Parent-Techer-Student Association (PTSA), School Safety Committee, and numerous other activities throughout the school year.

## 2024-25 Opportunities for Parental Involvement

More information: (408) 855-5532.

## 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 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|---|---|---|---|---|---|---|---|---|---|
| Dropout Rate | 0.0 | 0.0 | 0.0 | 3.9 | 8.5 | 9.1 | 7.8 | 8.2 | 8.9 |
| Graduation Rate | 100.0 | 100.0 | 100.0 | 92.7 | 89.2 | 88.9 | 87.0 | 86.2 | 86.4 |

## 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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 | 39 | 39 | 100.0 |
| Female | 24 | 24 | 100.0 |
| Male | 15 | 15 | 100.0 |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | -- | -- | -- |
| Black or African American | -- | -- | -- |
| Filipino | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | -- | -- | -- |
| White | -- | -- | -- |
| English Learners | -- | -- | -- |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | 0.0 | 0.0 | 0.0 |
| Socioeconomically Disadvantaged | 17 | 17 | 100.0 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | -- | -- | -- |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 190 | 190 | 14 | 7.4 |
| Female | 113 | 113 | 9 | 8.0 |
| Male | 77 | 77 | 5 | 6.5 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 59 | 59 | 2 | 3.4 |
| Black or African American | 23 | 23 | 1 | 4.3 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 44 | 44 | 4 | 9.1 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 12 | 12 | 2 | 16.7 |
| White | 43 | 43 | 5 | 11.6 |
| English Learners | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 53 | 53 | 2 | 3.8 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| C. Engagement | State Priority: School Climate |
|---|---|
| | The SARC provides the following information relevant to the State priority: School Climate (Priority 6): <br> • Pupil suspension rates; <br> • Pupil expulsion rates; and <br> • Other local measures on the sense of safety |

## Suspensions and Expulsions

This table displays suspensions data.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Suspensions** | | | | | | | | |
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 2.04 | 0.62 | 2.63 | 2.57 | 2.78 | 2.45 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Expulsions** | | | | | | | | |
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | 0 | 0 | 0.01 | 0 | 0.07 | 0.08 | 0.07 |

## 2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| **All Students** | 2.63 | 0.00 |
| **Female** | 1.77 | 0.00 |
| **Male** | 3.90 | 0.00 |
| **Non-Binary** | 0.00 | 0.00 |
| **American Indian or Alaska Native** | 0.00 | 0.00 |
| **Asian** | 1.69 | 0.00 |
| **Black or African American** | 0.00 | 0.00 |
| **Filipino** | 0.00 | 0.00 |
| **Hispanic or Latino** | 2.27 | 0.00 |
| **Native Hawaiian or Pacific Islander** | 0.00 | 0.00 |
| **Two or More Races** | 0.00 | 0.00 |
| **White** | 6.98 | 0.00 |
| **English Learners** | 0.00 | 0.00 |
| **Foster Youth** | 0.00 | 0.00 |
| **Homeless** | 0.00 | 0.00 |
| **Socioeconomically Disadvantaged** | 3.77 | 0.00 |
| **Students Receiving Migrant Education Services** | 0.00 | 0.00 |
| **Students with Disabilities** | 0.00 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

All California public schools kindergarten and grades one through twelve must develop a comprehensive school safety plan, per California Education Code sections 32280-32289. School safety plans assess school climate and safety, identifying goals and actions to improve safety and climate. The safety plan is written and developed with collaboration from students, parents,

## 2024-25 School Safety Plan

community, and law enforcement. It is reviewed and updated annually with the School Site Council (SSC).

We are committed to providing a safe, responsible and respectful school environment for all students, staff, and community. We support and promote building a sense of community and belonging where every child feels included and valued, teaching children positive social skills and attitudes including resolving conflicts without violence, and preparing for and responding appropriately to emergencies and disasters to keep children safe.

The school safety plan is available for review in the school office and was approved by the School Site Council in 2024.

## 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 | 23 | 3 | 1 | 1 |
| Mathematics | 30 | 1 | 1 | 1 |
| Science | | | | |
| Social Science | 26 | 1 | 2 | 1 |

## 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 | 25 | 1 | 5 | |
| Mathematics | 22 | 2 | 2 | |
| Science | | | | |
| Social Science | 21 | 2 | 2 | |

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 27 | 1 | 3 | 1 |
| Mathematics | 25 | 2 | 1 | 1 |
| Science | | | | |
| Social Science | 29 | | 2 | 1 |

## 2023-24 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 | 189 |

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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 | 10704 | 982 | 9722 | 137370 |
| District | N/A | N/A | 14838 | $138,166 |
| Percent Difference - School Site and District | N/A | N/A | -41.7 | -0.6 |
| State | N/A | N/A | $10,771 | $97,756 |
| Percent Difference - School Site and State | N/A | N/A | -10.2 | 33.7 |

## Fiscal Year 2023-24 Types of Services Funded

Certificated salaries, Classified Salaries, Employee Benefits (does not include state payments to retirement systems on behalf of district), Books and Supplies, Equipment Replacement, Services, and Direct Support.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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 | $89,152 | $59,551 |
| Mid-Range Teacher Salary | $134,768 | $93,855 |
| Highest Teacher Salary | $159,773 | $120,219 |
| Average Principal Salary (Elementary) | $195,996 | $151,525 |
| Average Principal Salary (Middle) | $212,937 | $158,215 |
| Average Principal Salary (High) | $224,689 | $171,087 |
| Superintendent Salary | $325,000 | $300,043 |
| Percent of Budget for Teacher Salaries | 33.67 | 31 |
| Percent of Budget for Administrative Salaries | 5.55 | 4.91 |

## 2023-24 Advanced Placement (AP) Courses

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

| | |
|---|---|
| **Percent of Students in AP Courses** | 0 |

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** | 0 |
| **Fine and Performing Arts** | 0 |
| **Foreign Language** | 0 |
| **Mathematics** | 0 |
| **Science** | 0 |
| **Social Science** | 0 |
| **Total AP Courses Offered**<br>Where there are student course enrollments of at least one student. | 0 |

## Professional Development

Staff development activities and expenditures are tied to district and school goals including the SPSA, WASC, LCAP, and District Strategic Plan. Staff development time continues to support teachers in self-reflection, analysis of student achievement data, and collaboration activities designed to help reach achievement goals. We believe in modeling lifelong learning for our students by engaging in collaborative sessions and professional development opportunities that align with the school's Single Plan for Student Achievement (SPSA) goals and support student achievement in content standards and Expected Schoolwide Learning Results (ESLRs). District and school staff development programs support meeting the academic, social, and emotional needs of all students by providing opportunities for teachers to advance their skills, develop teaching strategies, and create curriculum. During staff in-service days, teachers share information about instructional practices, cognitive development and learning disabilities, and best practices for English Language Learners. These presentations and workshops help us understand who our students are so we can better support them with individual counseling, curriculum design, and instructional practices.

In addition to the number of school days dedicated to districtwide professional development, there is professional development happening on the school campus through professional learning communities, where teachers meet to discuss best practices while assessing student work.

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

| Subject | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 4 | 4 | 5 |