

Mission Hill Middle School

425 King St. • Santa Cruz, CA 95060-3411 • (831) 429-3860 • Grades 6-8

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Santa Cruz City Schools

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A Message from the Principal:

The Mission Hill Middle School staff is dedicated to a positive school climate and academic excellence. Our emphasis is on academics and social emotional competence for middle school students. While we value academic rigor, we are mindful of the needs of early adolescents, and we present learning activities in a way that motivates students to learn. Mission Hill's academic program is designed to meet the needs of each student, including highly challenging courses such as Common Core Algebra. We also meet the needs of students needing more support by offering intervention classes such as our Read 180 reading intervention class for students who need to master the fundamentals of reading. In addition, we offer math interventions for students needing extra targeted mathematics supports. This is an embedded intervention that has a small class size (15 students) and meets for 30 minutes 4 times a week. For our students who are learning English as a second language, we have an excellent English Language Development (ELD) program. Mission Hill is also pleased to offer a well-rounded elective program, with classes in Spanish, band, chorus, drama, music appreciation, woodshop, ceramics, animation, stained glass, and more! Mission Hill has also adopted 5 Maverick Essentials that we actively teach and reinforce within our students daily in order to help students develop the assets necessary for being socially and academically successful. Our 5 Maverick Essentials are: Responsibility, Integrity, Perseverance, Innovation, and Collaboration. These 5 Maverick Essentials are the foundation for our vision: "All Mavericks are learners who persevere, collaborate, and innovate. We grow into our world with responsibility and integrity."

Mission Hill's programs promote student success both inside and outside the classroom. The Mission Hill Block MH Program recognizes students for service, academic achievement, and athletic and extracurricular participation. All students and staff read 25 minutes daily and strive to meet our individual commitment to read 24 books a year. All teachers host office hours for students three days a week. The Arts Academy offers enrichment classes to students on Wednesday afternoons. Every day at Mission Hill starts with MHTV, a student-run TV program. All academic departments use computer technology to enhance instruction and communication with students and families, including using the program School Loop as a parent and student information portal.

Mission Hill Middle School's Mission is "Engaging students' hearts and minds; every student, every day." This is something that each staff member strives for daily. Our school is a caring community that values knowing each one of our students and provides our students with a Common Core aligned, rigorous academic program. Go Mavericks!

Major Achievements:

In 2014-15 Mission Hill was awarded the Gold Ribbon School Award, which is the most prestigious award given to schools by the state of California for having outstanding Common Core aligned academic programs. The Gold Ribbon School Award replaced the California Distinguished School Award.

In 2014-15 Mission Hill was also selected by the Campaign for Business and Education Excellence (CBEE) as one of 1,851 public schools in California to receive the title of 2014 Honor Roll School.

Students who participated in the Mission Hill Science Fair demonstrated a focus on science, and several students who had award-winning projects were invited to attend the County Science Fair and California State Fair.

Focus for Improvement:

Our instructional focus incorporates Visible Learning strategies, which are: actively using Learning Goals and Success Criteria throughout lessons daily. We are also now building upon Learning Goals and Success Criteria and focusing instructional professional development on how to provide effective feedback to students within the class period to help guide them on their way to meeting the Learning Goal. In conjunction with our focus on providing students with feedback, we are also focusing on how to effectively incorporate peer and self assessment.

Closing the Achievement/Access Gap:

Mission Hill staff implemented an Intervention period 4 days a week for students that need additional academic support. During interventions we are able to create specialized, targeted instruction for small groups of students (4 to 15 students depending on the intervention). This allows us to meet students' individualized needs. Our interventions include: math interventions at each grade level, reading intervention, science in Spanish for Spanish speaking students new to the US, an academic skills intervention that focuses on organizational skills that students need for academic success in middle school and beyond and a social skills counseling intervention that supports students in having positive peer relationships. These interventions and systems are monitored throughout the year by collecting student achievement data and analyzing it for growth. Interventions are then refined based on this data.

Leadership:

Julia Hodges in the Principal of Mission Hill Middle School and has been an administrator at the school for 6 years. Teachers and administrators take part in decision making at Mission Hill. Teachers determine instructional methods as a team and the school leadership team, led by the Principal, develops staff trainings and professional development to aid in instructional growth and better outcomes for students. In addition, the Assistant Principal, Kat McElwee, leads our school's climate and culture work as well as co-leads and monitors our instructional professional development plan. Mission Hill also has one full time counselor as well as a part time counselor who assist with school leadership. Our School Site Council (SSC), which includes parent members as well as teachers, classified staff, students and administrators, English Learner Advisory Council (ELAC), and PTA each play key roles in shaping our students' educational experience.

About the SARC

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

- For more information about SARC requirements, 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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	221
Grade 7	194
Grade 8	220
Total Enrollment	635

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.6
Asian	3.9
Filipino	0.9
Hispanic or Latino	27.6
Native Hawaiian or Pacific Islander	0.3
White	60.5
Two or More Races	4.3
Socioeconomically Disadvantaged	35
English Learners	9.4
Students with Disabilities	12.1
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Mission Hill Middle School	14-15	15-16	16-17
With Full Credential	34	27	27
Without Full Credential	0	3	0
Teaching Outside Subject Area of Competence	0	0	
Santa Cruz City Schools	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Mission Hill Middle School	14-15	15-16	16-17
Teachers of English Learners	0		0
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0		0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	67.7	32.3
Districtwide		
All Schools	72.6	27.4
High-Poverty Schools	63.6	36.4
Low-Poverty Schools	80.0	20.1

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

Textbooks and Instructional Materials Year and month in which data were collected: November 30, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Literature and Language Arts - Holt, Rinehart & Winston Adopted 2008 Shining Star - Pearson Longman Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	College Preparatory Mathematics (CPM) Courses 1, 2, 3, & Common Core Algebra - Adopted 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	CPO Earth Science - CPO Adopted 2007 Focus on Life Science - Glencoe McGraw Hill Adopted 2007 Focus on Physical Science - Glencoe McGraw Hill Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	History Alive!: The Ancient World - TCI Adopted 2006 History Alive!: The Medieval World & Beyond - TCI Adopted 2006 History Alive!: The U.S. Through Industrialism - TCI Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Mission Hill Middle School is a historic Santa Cruz building and its interior was remodeled a number of years ago. We have a big gym, small gym, and two PE locker rooms. Our PE classes and community athletes enjoy using our state-of-the-art artificial turf. The classrooms have adequate furnishings. Our custodial staff maintains the main building, gyms, and outdoor areas daily. The Mission Hill auditorium has a stage and state-of-the-art lighting for performing arts productions. The local video area network (VAN) allows us to broadcast our daily announcements live via MHTV. We also have lockers for each student in our main building in order to keep hallways safe and clean and to avoid tripping hazards for students and staff in the classrooms.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/1/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			RM 12: HEATER IS MAKING A RATTLING NOISE / NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED RM 13: VENT NEEDS TO BE REATTACHED TO THE WALL / NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED, NO ROOM SIGN
Interior: Interior Surfaces			X	OFFICE: BORDER BETWEEN CARPET AND WALL NEED TO BE REPLACED / NO FIRE EXTINGUISHER, NO EVACUATION MAP / DOUBLE DOORS ARE NOT UNLOCKING FROM THE OUTSIDE RM 14: BOOKCASE IN THE FRONT ROOM NEEDS TO BE ANCHORED DOWN, ITEMS STACKED ON CABINETS / NO ROOM SIGN, NO EVACUATION MAP, FIRE EXTINGUISHER NOT INSPECTED SINCE 2013 RM 2: ITEMS STACKED ON BOOKCASE AND CABINET / NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED RM 21: BOOKCASE WITH GLASS DOORS NEEDS TO BE ANCHORED DOWN / WIRE MOLD NEEDS TO BE ATTACHED TO WALL / NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED / STAINED CEILING TILES RM 24: ITEMS STACKED ON CABINETS / NO EVACUATION MAP, 2 FIRE EXTINGUISHERS IN ROOM, 1 NEEDS TO BE MOVED BY DOOR, TAG READS 2011 RM 25: METAL CABINET NEEDS TO BE ANCHORED DOWN / NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED RM 3: ITEMS STACKED ON CABINET / NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED RM 4: SHORT BOOKCASE, 5 FT TALL NEEDS TO BE ANCHORED DOWN / NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED RM 4A: BOOKCASE NEEDS TO BE ANCHORED DOWN RM 5: ITEMS STACKED EVERYWHERE / 7 LIGHTBULBS OUT, DIFFUSER HANGING / NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED / STAINED CEILING TILES RM P1: 2 METAL CABINETS NEEDS TO BE ANCHORED DOWN, PROJECTOR NEEDS TO BE MOUNTED CORRECTLY / NO

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/1/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED / NO ROOM SIGN RM P3: TV NEEDS TO BE STRAPPED TO CART / NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED / NO ROOM SIGN STAFF RM (2): BOOKSHELF NEEDS TO BE ANCHORED DOWN / NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			RM 21: BOOKCASE WITH GLASS DOORS NEEDS TO BE ANCHORED DOWN / WIRE MOLD NEEDS TO BE ATTACHED TO WALL / NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED / STAINED CEILING TILES RM 31: LIGHT BULBS OUT / NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED / 1 STAINED TILE RM 5: ITEMS STACKED EVERYWHERE / 7 LIGHTBULBS OUT, DIFFUSER HANGING / NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED / STAINED CEILING TILES
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			8TH GRADE BOYS RESTROOM: TOILET IS CLOGGED
Safety: Fire Safety, Hazardous Materials			X	6TH GRADE HALLWAY: NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED 8TH GRADE HALL: NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED BOYS LOCKER ROOM: NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED COUNSELOR RM: NO FIRE EXTINGUISHER, NO EVACUATION MAP GIRLS LOCKER ROOM: NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED GYM: NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED LIBRARY: NO EVACUATION MAP, FIRE EXTINGUISHER TAG READS 2014 MPR: NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED MUSIC RM: NO FIRE EXTINGUISHER, NO EVACUATION MAP, NEED SIGNS MOVED FROM OLD ROOM OFFICE: BORDER BETWEEN CARPET AND WALL NEED TO BE REPLACED / NO FIRE EXTINGUISHER, NO EVACUATION MAP / DOUBLE DOORS ARE NOT UNLOCKING FROM THE OUTSIDE RM 1: NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED RM 10: NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED, NO ROOM SIGN

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/1/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				RM 11: NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED, NO ROOM SIGN RM 12: HEATER IS MAKING A RATTLING NOISE / NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED RM 13: VENT NEEDS TO BE REATTACHED TO THE WALL / NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED, NO ROOM SIGN RM 14: BOOKCASE IN THE FRONT ROOM NEEDS TO BE ANCHORED DOWN, ITEMS STACKED ON CABINETS / NO ROOM SIGN, NO EVACUATION MAP, FIRE EXTINGUISHER NOT INSPECTED SINCE 2013 RM 2: ITEMS STACKED ON BOOKCASE AND CABINET / NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED RM 20: NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED, NO ROOM SIGN RM 21: BOOKCASE WITH GLASS DOORS NEEDS TO BE ANCHORED DOWN / WIRE MOLD NEEDS TO BE ATTACHED TO WALL / NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED / STAINED CEILING TILES RM 22: NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED RM 24: ITEMS STACKED ON CABINETS / NO EVACUATION MAP, 2 FIRE EXTINGUISHERS IN ROOM, 1 NEEDS TO BE MOVED BY DOOR, TAG READS 2011 RM 25: METAL CABINET NEEDS TO BE ANCHORED DOWN / NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED RM 26: NO EVACUATION MAP, FIRE EXTINGUISHER TAG READS 2014, MOVE EXTINGUISHER TO THE FRONT DOOR RM 3: ITEMS STACKED ON CABINET / NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED RM 31: LIGHT BULBS OUT / NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED / 1 STAINED TILE RM 32: NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED RM 33: NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED RM 4: SHORT BOOKCASE, 5 FT TALL NEEDS TO BE ANCHORED DOWN / NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED RM 5: ITEMS STACKED EVERYWHERE / 7 LIGHTBULBS OUT, DIFFUSER HANGING / NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED / STAINED CEILING TILES

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/1/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				RM 7: NEEDS ROOM SIGN ON BOTH DOORS, NO FIRE EXTINGUISHER, NO EVACUATION MAP RM 9: NO EVACUATION MAP, FIRE EXTINGUISHER NOT INSPECTED RM P1: 2 METAL CABINETS NEEDS TO BE ANCHORED DOWN, PROJECTOR NEEDS TO BE MOUNTED CORRECTLY / NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED / NO ROOM SIGN RM P2: NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED / NO ROOM SIGN RM P3: TV NEEDS TO BE STRAPPED TO CART / NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED / NO ROOM SIGN STAFF RM (2): BOOKSHELF NEEDS TO BE ANCHORED DOWN / NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED WOOD SHOP: NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED / FLAMMABLE LIQUIDS ARE NOT STORED IN A SAFE CABINET
Structural: Structural Damage, Roofs	X			RM 21: BOOKCASE WITH GLASS DOORS NEEDS TO BE ANCHORED DOWN / WIRE MOLD NEEDS TO BE ATTACHED TO WALL / NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED / STAINED CEILING TILES RM 31: LIGHT BULBS OUT / NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED / 1 STAINED TILE RM 5: ITEMS STACKED EVERYWHERE / 7 LIGHTBULBS OUT, DIFFUSER HANGING / NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED / STAINED CEILING TILES RM P1: 2 METAL CABINETS NEEDS TO BE ANCHORED DOWN, PROJECTOR NEEDS TO BE MOUNTED CORRECTLY / NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED / NO ROOM SIGN RM P2: NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED / NO ROOM SIGN RM P3: TV NEEDS TO BE STRAPPED TO CART / NO EVACUATION MAP, FIRE EXTINGUISHER NOT SIGNED / NO ROOM SIGN
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			OFFICE: BORDER BETWEEN CARPET AND WALL NEED TO BE REPLACED / NO FIRE EXTINGUISHER, NO EVACUATION MAP / DOUBLE DOORS ARE NOT UNLOCKING FROM THE OUTSIDE
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	65	67	61	60	44	48
Math	51	56	43	45	34	36

* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	84	79	75	62	70	64	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	17.8	25.4	27

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	220	216	98.2	75.5
Male	100	98	98.0	82.7
Female	120	118	98.3	69.5
Hispanic or Latino	57	57	100.0	40.4
White	135	132	97.8	88.6
Socioeconomically Disadvantaged	82	81	98.8	50.6
English Learners	17	17	100.0	23.5
Students with Disabilities	26	26	100.0	30.8

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	224	221	98.7	67.4
	7	198	193	97.5	67.4
	8	220	214	97.3	67.3
Male	6	124	122	98.4	59.8
	7	94	92	97.9	63.0
	8	100	98	98.0	66.3
Female	6	100	99	99.0	76.8
	7	104	101	97.1	71.3
	8	120	116	96.7	68.1
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
	8	--	--	--	--
Asian	6	12	11	91.7	90.9
	7	--	--	--	--
	8	--	--	--	--
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	65	64	98.5	39.1
	7	57	56	98.3	35.7
	8	57	55	96.5	34.5
Native Hawaiian or Pacific Islander	6	--	--	--	--
	8	--	--	--	--
White	6	128	127	99.2	81.1
	7	123	121	98.4	81.0
	8	135	132	97.8	79.5
Two or More Races	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	77	77	100.0	41.6
	7	64	62	96.9	41.9
	8	82	79	96.3	43.0

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	6	34	31	91.2	19.4
	7	13	11	84.6	
	8	17	17	100.0	5.9
Students with Disabilities	6	24	24	100.0	25.0
	7	25	25	100.0	24.0
	8	26	25	96.2	24.0
Students Receiving Migrant Education Services	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	225	224	99.6	53.8
	7	198	197	99.5	61.4
	8	220	214	97.3	52.8
Male	6	125	125	100.0	49.2
	7	94	94	100.0	59.6
	8	100	98	98.0	57.1
Female	6	100	99	99.0	59.6
	7	104	103	99.0	63.1
	8	120	116	96.7	49.1
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
	8	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Asian	6	12	12	100.0	75.0
	7	--	--	--	--
	8	--	--	--	--
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	66	66	100.0	24.6
	7	57	57	100.0	28.1
	8	57	55	96.5	20.0
Native Hawaiian or Pacific Islander	6	--	--	--	--
	8	--	--	--	--
White	6	128	127	99.2	65.3
	7	123	122	99.2	74.6
	8	135	132	97.8	66.7
Two or More Races	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	78	78	100.0	27.3
	7	64	64	100.0	29.7
	8	82	79	96.3	24.1
English Learners	6	34	33	97.1	6.1
	7	13	13	100.0	15.4
	8	17	17	100.0	5.9
Students with Disabilities	6	24	24	100.0	12.5
	7	25	25	100.0	20.0
	8	26	25	96.2	24.0
Students Receiving Migrant Education Services	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parent support and involvement are an essential part of the Mission Hill Middle School community. We welcome parent participation and leadership at Mission Hill, which has led to many enrichment opportunities for our students at our school (e.g., school clubs, STEAM in science, etc.). We have an active PTA and English Learner Advisory Committee (ELAC), both of which meet monthly. The School Site Council works with teachers, students, classified staff, and administrators on the budget, satisfaction survey, and Single Plan for Student Achievement. Parents once again organized our end-of-year 8th grade celebration and dance this year and are always an integral part of Back-to-School Night and Open House. Parents contribute generously with time and resources directly to academic and social programs.

To become more involved, please call or visit the school office - (831) 429-3860.

State Priority: School Climate

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

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

School Safety Plan

Mission Hill's Safety Committee, the School Site Council (SSC), and English Learner Advisory Committee (ELAC) update the School Safety Plan and give information about the plan to the staff and students. We hold fire, earthquake, and code red lockdown drills. A campus supervisor monitors the school throughout the day, and parent volunteers, administrators and counselors are present at lunchtime. We revised our School Safety Plan in 2016. It emphasizes prevention and early intervention for discipline issues and crisis management as well as focusing on positive school climate and student connectedness.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	2.5	1.2	2.4
Expulsions Rate	0.0	0.0	0.6
District	2013-14	2014-15	2015-16
Suspensions Rate	2.7	1.3	2.5
Expulsions Rate	0.1	0.1	0.4
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2005-2006	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	75.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.25
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.875
Psychologist	.5
Social Worker	.1666
Nurse	.25
Speech/Language/Hearing Specialist	.5
Resource Specialist	2.4
Other	0
Average Number of Students per Staff Member	
Academic Counselor	475

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	22	25	25	8	6	6	13	12	12	1	2	2
Mathematics	24	25	25	7	7	7	9	9	9	2	2	2
Science	28	30	30	1			13	11	11	1	3	3
Social Science	28	31	31	1			13	12	12	1	2	2

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

Professional Development provided for Teachers

On Wednesdays we have an early student release day, which enables our staff to have the time to participate in collaborative meetings focused on supporting ALL students to meet and grow in their level of academic proficiency. Mission Hill staff participate in 3 different types of meetings: 1) Staff Professional Development meetings focused on Visible Learning Instructional Strategies: Learning Goals, Success Criteria, & giving students effective feedback, 2) Response to Intervention Grade Level meetings focused on providing struggling students with Tier 1 supports within the classroom, and 3) Department PLC meetings focused on creating standards-based Learning Goals, Success Criteria, and formative assessments to assess students' levels of proficiency and growth in meeting the standards and ensuring equitable outcomes for students. Student achievement data informs each of these meetings and their focus. We use common formative and summative assessment data, class grades data, district writing assessment data, the SRI and SMI, as well as CAASPP scores, student attendance and discipline data to inform our instructional practices and Professional Development focus, our Tier 1, 2, & 3 instructional and social/emotional work, as well as our content specific department PLC work.

The Mission Hill SCIL (Santa Cruz Instructional Leaders) team creates the school's Instructional Professional Development goals and plan for each school year. The SCIL team also creates and facilitates each of the Staff Professional Development sessions. Administrators conduct a minimum of 12 classroom quick visits a week focused on the school's instructional goals and professional development focus. Data from these visits is used to inform the SCIL team's PD planning. Staff on the formal evaluation cycle are also provided with an optional goal's template that focuses on the school's instructional goals and focus. Administrators work with teachers on the evaluation cycle to provide feedback and support in refining instructional practices especially as they relate to the school instructional focus.

Common Core State Standards are being implemented in ELA, Math and Science. The Common Core Content Literacy Standards are being implemented in all content areas. This year, Mission Hill is continuing to create common formative standards-based assessments for the purpose of analyzing student results to improve instructional practices. Staff also analyze special population data and grades regularly focusing efforts on ensuring equitable outcomes for our students by closing the achievement/access gap.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

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

Types of Services Funded

We use state and federal funds to improve English Learner performance and to support underachieving students. These funds are also used for professional development, curriculum programs and materials, and technology to support student achievement. Specifically, we use many of these funds to fund our embedded Tier 2 Intervention Course offerings (Math Plus, Read Plus, Academic Support Groups). This year Mission Hill was also able to offer an after school program, which supported many EL students as well as many students coming from Low Income households.

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.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,579	\$1,024	\$5,153	\$63,298
District	♦	♦	\$5,132	
State	♦	♦	\$5,677	
Percent Difference: School Site/District			0.4	-18.8
Percent Difference: School Site/ State			-9.2	

* Cells with ♦ do not require data.