



Mission Hill Middle School

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

Valerie Quandt, Principal

vquandt@sccs.santacruz.k12.ca.us

2012-13 School Accountability Report Card Published During the 2013-14 School Year

Santa Cruz City Schools

405 Old San Jose Road
Soquel, CA 95073
(831) 429-3410
www.sccs.santacruz.k12.ca.us

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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (831) 429-3860.

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 our 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 algebra and geometry and math support classes for students who need to master the fundamentals of mathematics. 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, orchestra, chorus, drama, music appreciation, industrial arts, ceramics, animation, stained glass, and more!

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. 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 students and staff read 20 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.

Mission Hill Middle School is definitely a place of academic and social success for all! Go Mavericks!

Major Achievements

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.

Team meetings and parent and community involvement have contributed to positive student behavior throughout the school and have supported students in academic and social achievement.

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

We are supporting teachers in developing power standards, pacing guides (curriculum timelines), and common assessments to improve school-wide data collection about student achievement. Implementation of the Common Core State Standards is happening across the board in math and English, and with the New Generation Science standards in science. Content area teachers collaborate to make connections and demonstrate relevance for students.

Staff implemented an Advisory period following a lengthy process of discussion and research. The Advisory curriculum is created by teachers and differentiated by grade level to address the specific needs of sixth through eighth graders. Advisory focuses on social and organizational skills that students need for academic and social success in middle school and beyond.

In addition to the above efforts, we are working to strategically support students in both math and English language arts to meet the Single School Plan goal of 11 percent increase in student proficiency.

Leadership

This is Valerie Quandt's fourth year as principal. She was previously the assistant principal at Mission Hill. Teachers and administrators take part in decision making at this school. In addition, we have an assistant principal and a counselor who assist with school leadership. Teachers determine instructional methods as a team; the school leadership team develops staff training programs. Our School Site Council (SSC), which includes parent members as well as teachers and administrators, English Learner Advisory Council (ELAC), and PTA play key roles in shaping our students' educational experience.

Opportunities for Parental Involvement

Outstanding parent support and involvement are an important part of our middle school culture. We welcome parent participation and leadership at Mission Hill. Parents have leadership roles in our school, and we rely on parents and parent groups to keep our programs running smoothly. We have active PTA and ELAC groups, which meet monthly. The School Site Council works with teachers and administrators on the budget, satisfaction survey, and Single Plan for Student Achievement. Parents again organized our Mavericks Spring Fair 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.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 6	210
Gr. 7	220
Gr. 8	188
Total	618

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	1.0
Asian	1.6
Filipino	0.3
Hispanic or Latino	31.9
Native Hawaiian/Pacific Islander	0.0
White	58.1
Two or More Races	5.7
Socioeconomically Disadvantaged	31.6
English Learners	15.9
Students with Disabilities	17.0

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
Gr. 6			20			29			27			7
English	27.4	29.6	27	2	0	3	9	13	10	5	0	3
Math	26.4	28.4	19	4	1	10	9	10	11	4	2	2
Science	26.9	34	28	4	0	1	6	3	10	4	8	3
SS	28.2	29.6	29	1	0	1	9	13	10	5	0	3

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	8.56	6.3	5.3
Expulsions Rate	0.34	.5	.16
Districtwide	10-11	11-12	12-13
Suspensions Rate	8.27	7.8	4.4
Expulsions Rate	0.38	.69	0.8

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Mission Hill's safety committee updates the School Safety Plan and gives information about the plan to the staff and students. We hold fire, earthquake, and hostile intruder lockdown drills. A campus supervisor monitors the school throughout the day, and parent volunteers are present at lunchtime. We revised our School Safety Plan in 2012. It emphasizes prevention and early intervention for discipline issues and crisis management as well as focusing on positive school climate and student connectedness.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 11/02/2013

Mission Hill Middle School is a well-maintained, recently remodeled, historic building. We have a big gym, small gym, and two 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 do our daily announcements via MHTV.

We have recently added lockers in order to keep hallways safe and clean and to avoid tripping hazards for students and staff.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	Three faucets in disrepair.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	Two rooms have items stored on tall cabinets.
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	33	31	33
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	273
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

On Wednesdays our staff participates in professional development, grade level meetings, department collaboration and staff meetings. The focus of these days is assessment, collaboration, student risk analysis and school-wide staff development. The Mission Hill staff developed and implemented each of the professional development sessions. Our teachers use staff development time and funding to optimize student performance.

Common Core State Standards are being implemented especially in ELA, Math and Science.

This year, Mission Hill is continuing to utilize Datawise, a web-based data information system that enables teachers to give standards-based assessments for the purpose of analyzing student results to improve instructional practices. Staff also analyzes special population data and grades.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

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	78.0	22.0
Districtwide		
All Schools	80.6	19.4
High-Poverty Schools	73.8	26.2
Low-Poverty Schools	86.4	13.6

* 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 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.5
Social/Behavioral or Career Development Counselor	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.88
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.5
Resource Specialist	3.0
Other	1.0
Average Number of Students per Staff Member	
Academic Counselor	402

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,885	\$1,418	\$4,467	\$47,841
District	♦	♦	\$5,085	
State	♦	♦	\$5,537	
Percent Difference: School Site/District			-12.2	-18.8
Percent Difference: School Site/ State			-18.1	

- * **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
- * **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at 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: www.ed-data.org.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

We use state and federal funds to improve English Learner performance and to support underachieving students. These funds can be used for professional development, curriculum programs and materials, and technology to support student achievement. The PTA and Education Foundation provided money to continue our Arts Academy, athletic, and music programs.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December 5, 2013

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

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
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/.

Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Literature and Language Arts - Holt, Rinehart & Winston Adopted 2008</p> <p>Shining Star - Pearson Longman Adopted 2007</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Mathematics Course 1& 2 - Holt, Rinehart & Winston Adopted 2008</p> <p>Algebra Readiness - Holt, Rinehart & Winston Adopted 2008</p> <p>Algebra - Holt, Rinehart & Winston Adopted 2008</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>CPO Earth Science - CPO Adopted 2007</p> <p>Focus on Life Science - Glencoe McGraw Hill Adopted 2007</p> <p>Focus on Physical Science - Glencoe McGraw Hill Adopted 2007</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>History Alive!: The Ancient World - TCI Adopted 2006</p> <p>History Alive!: The Medieval World & Beyond - TCI Adopted 2006</p> <p>History Alive!: The U.S. Through Industrialism - TCI Adopted 2006</p>

Note: 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	71	73	71	58	59	59	54	56	55
Math	59	63	62	42	44	39	49	50	50
Science	74	89	84	56	63	64	57	60	59
H-SS	63	65	69	51	49	50	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	59	39	64	50
All Student at the School	71	62	84	69
Male	66	61	84	70
Female	77	62	84	69
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	48	39	65	42
Native Hawaiian/Pacific Islander				
White	84	74	94	85
Two or More Races	85	70		
Socioeconomically Disadvantaged	47	39	63	46
English Learners	12	12		
Students with Disabilities	34	28	39	28
Students Receiving Migrant Education Services	43	48		

California Physical Fitness Test Results

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 webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	12.1	29.0	44.0

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	3	13	-9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	22	17	-34
Native Hawaiian/Pacific Islander			
White	6	12	-3
Two or More Races			
Socioeconomically Disadvantaged	12	-5	-16
English Learners	0		
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	8	8	8
Similar Schools	7	4	3

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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		40.0

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	595	3,449	4,655,989
	API-G	854	780	790
Black or African American	Students	8	55	296,463
	API-G		725	708
American Indian or Alaska Native	Students	6	24	30,394
	API-G		795	743
Asian	Students	8	81	406,527
	API-G		886	906
Filipino	Students	2	25	121,054
	API-G		798	867
Hispanic or Latino	Students	193	1,297	2,438,951
	API-G	742	695	744
Native Hawaiian/Pacific Islander	Students	0	10	25,351
	API-G			774
White	Students	344	1,799	1,200,127
	API-G	911	834	853
Two or More Races	Students	34	157	125,025
	API-G	906	795	824
Socioeconomically Disadvantaged	Students	210	1,328	2,774,640
	API-G	754	700	743
English Learners	Students	97	769	1,482,316
	API-G	643	653	721
Students with Disabilities	Students	98	450	527,476
	API-G	639	564	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	No
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes