

Mission Hill Middle School

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

Julia Hodges, Principal

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Santa Cruz City Schools

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School Description

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 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. 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'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 Common Core aligned 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 is 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 goals that 80% or more of our students will demonstrate proficiency in each subject area.

Leadership

This is Julia Hodges' first year as Principal. She was previously the Assistant Principal at Mission Hill. Teachers and administrators take part in decision making at this school. Teachers determine instructional methods as a team; the school leadership team develops staff training programs. In addition, the Assistant Principal, leads our school's climate and culture work as well as co-leads and monitors our instructional professional development plan. We also have 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 and administrators, English Learner Advisory Council (ELAC), and PTA each play key roles in shaping our students' educational experience.

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (831) 429-3860.

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	1.2
Asian	2.6
Filipino	0.6
Hispanic or Latino	30.6
Native Hawaiian/Pacific Islander	0.0
White	58.7
Two or More Races	5.1
Socioeconomically Disadvantaged	34.1
English Learners	6.9
Students with Disabilities	15.5

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 6	225
Gr. 7	212
Gr. 8	214
Total	651

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	12-13	13-14	14-15
Fully Credentialed	33	27	34
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Cruz City Schools	12-13	13-14	14-15
Fully Credentialed	♦	♦	34
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Mission Hill Middle School	12-13	13-14	14-15
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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 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	99.06	0.94
Districtwide		
All Schools	88.39	11.61
High-Poverty Schools	81.74	18.26
Low-Poverty Schools	93.97	6.03

* 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 2014-15)

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: December 5, 2013

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>

School Facility Conditions and Planned Improvements (Most Recent Year)

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 also have lockers for each student 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: 12/08/2014

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				
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				

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP 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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	88	84	83	63	64	63	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	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
HSS	63	65	69	51	49	50	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	8	8	8
Similar Schools	4	3	3

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	16.2	32.8	27.9

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	63
All Student at the School	83
Male	82
Female	85
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	63
Native Hawaiian/Pacific Islander	
White	93
Two or More Races	
Socioeconomically Disadvantaged	65
English Learners	
Students with Disabilities	67
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

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	-4
Two or More Races			
Socioeconomically Disadvantaged	12	-5	-16
English Learners	0		
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

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

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 an active PTA and English Learner Advisory Committee (ELAC), both of which meet monthly. The School Site Council works with teachers 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 2014. 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	11-12	12-13	13-14
Suspensions Rate	3.6	4.3	2.5
Expulsions Rate	0.2	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	4.9	4.2	2.7
Expulsions Rate	0.1	0.3	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 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

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.5
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.88
Psychologist	.5
Social Worker	0
Nurse	.25
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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Gr. 6		20	21		29	27		27	26		7	11
English	29.6	27	22	0	3	8	13	10	13	0	3	1
Math	28.4	19	24	1	10	7	10	11	9	2	2	2
Science	34	28	28	0	1	1	3	10	13	8	3	1
SS	29.6	29	28	0	1	1	13	10	13	0	3	1

* 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.

FY 2012-13 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/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,646	\$1,258	\$4,388	\$58,114
District	♦	♦	\$5,085	
State	♦	♦	\$4,690	
Percent Difference: School Site/District			-13.7	-18.8
Percent Difference: School Site/ State			-6.4	

Types of Services Funded at Mission Hill Middle School

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.

Professional Development provided for Teachers at Mission Hill Middle School

On Wednesdays our staff participates in professional development, grade level meetings, department collaboration and staff meetings. These professional development days focus on assessment, collaboration, student risk analysis and schoolwide 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 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 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.