



# Mission Hill Middle School

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

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### **Santa Cruz City Schools**

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Santa Cruz CA 95060  
(831) 429-3410  
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#### **District Governing Board**

Sheila Coonerty  
Deedee Perez-Granados  
Cynthia Ranii  
Jeremy Shonick  
Patricia Threet  
Deborah Tracy-Proulx  
Claudia Vestal

#### **District Administration**

Kris Munro  
**Superintendent**  
Dorothy Coito  
**Assistant Superintendent  
Educational Services**  
  
Patrick Gaffney  
**Assistant Superintendent  
Business Services**  
  
Molly Parks  
**Assistant Superintendent  
Human Resources**

### **School Description**

A Message from the Principal:

Mission Hill Middle School is located on the central coast of California in a residential community on the west side of Santa Cruz. We are situated between King Street and Mission Street, within walking distance of downtown, and in close proximity to the University of California. Mission Hill serves about 615 students in grades 6 through 8, and our student body reflects the wide range of socioeconomic and cultural diversity found in the neighborhoods of west side Santa Cruz.

Through partnership and collaboration with its stakeholders, Mission Hill is able to provide a safe environment for students and a positive school climate that supports all learners. Mission Hill places great value on academic rigor while also being mindful of the unique, social-emotional needs of adolescents. This sentiment is apparent in our school mission: "Engaging students' hearts and minds; every student, every day." In addition to rigorous academic instruction, we also support students in the pursuit of the Maverick Essentials - Perseverance, Responsibility, Integrity, Innovation, Collaboration. The Essentials are referenced in our school vision: "All Mavericks are learners who persevere, collaborate, and innovate. We grow into our world with responsibility and integrity."

Mission Hill Middle School believes:

- all students should be known and valued
- all students can learn
- that rigorous academic instruction is essential to students' academic growth
- in providing a safe and caring environment in which students and staff respect one other
- in maintaining high expectations for all learners
- that music and the arts are important
- that educational equity is essential for all students to feel connected and be successful
- in doing whatever is necessary to close the achievement gap
- in challenging all learners
- that demographics should not determine outcomes

## 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

| 2017-18 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Grade 6                                   | 221                |
| Grade 7                                   | 176                |
| Grade 8                                   | 218                |
| <b>Total Enrollment</b>                   | <b>615</b>         |

| 2017-18 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 2.3                         |
| American Indian or Alaska Native    | 0.7                         |
| Asian                               | 4.7                         |
| Filipino                            | 0.5                         |
| Hispanic or Latino                  | 31.9                        |
| Native Hawaiian or Pacific Islander | 0.8                         |
| White                               | 54.1                        |
| Socioeconomically Disadvantaged     | 38.0                        |
| English Learners                    | 6.7                         |
| Students with Disabilities          | 9.6                         |
| Foster Youth                        | 0.2                         |

## 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

| Teacher Credentials                         |       |       |       |
|---|-------|-------|-------|
| Mission Hill Middle School                  | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | 34    | 30    | 27    |
| Without Full Credential                     | 0     | 1     | 0     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 1     |
| Santa Cruz City Schools                     | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | ♦     | ♦     | 314   |
| Without Full Credential                     | ♦     | ♦     | 8     |
| Teaching Outside Subject Area of Competence | ♦     | ♦     | 6     |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| Mission Hill Middle School   | 16-17 | 17-18 | 18-19 |
| Teachers of English Learners                                       | 0     | 0     | 0     |
| Total Teacher Misassignments                                       | 1     | 0     | 0     |
| Vacant Teacher Positions   | 0     | 0     | 0     |

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

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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<br>Year and month in which data were collected: November 30, 2015 |  |
|---|--|
| Core Curriculum Area  | Textbooks and Instructional Materials/Year of Adoption   |
| <b>Reading/Language Arts</b>  | Literature and Language Arts - Holt, Rinehart & Winston<br>Adopted 2008<br><br>Shining Star - Pearson Longman<br>Adopted 2007<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%  |
| <b>Mathematics</b>  | College Preparatory Mathematics (CPM) Courses 1, 2, 3, & Common Core Algebra -<br>Adopted 2013<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%   |
| <b>Science</b>  | CPO Earth Science - CPO<br>Adopted 2007<br><br>Focus on Life Science - Glencoe McGraw Hill<br>Adopted 2007<br><br>Focus on Physical Science - Glencoe McGraw Hill<br>Adopted 2007<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%                            |
| <b>History-Social Science</b>   | History Alive!: The Ancient World - TCI<br>Adopted 2006<br><br>History Alive!: The Medieval World & Beyond - TCI<br>Adopted 2006<br><br>History Alive!: The U.S. Through Industrialism - TCI<br>Adopted 2006<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0% |
| <b>Foreign Language</b>   | Expresate! Spanish 1<br>Adopted 2014<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0  |

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

### 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 artificial turf, which will need to be redone as it has reached it's 10 year life-span. 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. However, the speakers and microphones need to be updated as they're not able to support our choir and band programs. 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.

Planned Improvements: Mission Hill's front entrance will be redone this year with a new ADA entrance to the front of the main building. This update will also include raised planter beds that will double as student seating for students during pick-up/drop-off times. Additionally Mission Hill's roofs will be replaced due to extensive leaks. Our locker room floors will be resurfaced to preclude wet winter weather from creating slippery surfaces. Mission Hill is in the process of working with architects to draft plans for the building of a new structure to replace our current 30's wing. This building would eventually house the math classes currently held in portables with the intention of removing the portables to create more space for students to play.

| School Facility Good Repair Status (Most Recent Year)                |               |   |
|--|---------------|---|
| Year and month in which data were collected: 11/19/2018              |               |   |
| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned   |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                 | Good          |   |
| <b>Interior:</b><br>Interior Surfaces                                | Fair          | P1: 1 BOOKSHELF AND 2 CABINETS NEED TO BE ANCHORED<br>P2: 1 BOOKSHELF AND 2 CABINETS NEED TO BE ANCHORED<br>WOODSHOP 30: SEVERAL BOOKSHELVES AND CABINETS NEED TO BE ANCHORED<br>RM 31: BOOKSHELF NEEDS TO BE ANCHORED<br>RM 32: 3 BOOKSHELVES NEED TO BE ANCHORED<br>GIRLS' LOCKER ROOM: OFFICE CABINETS NEED TO BE ANCHORED<br>BOYS' LOCKER ROOM: CABINET IN OFFICE NEEDS TO BE ANCHORED  |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation | Good          | RM 25: CLUTTER  |
| <b>Electrical:</b><br>Electrical                                     | Good          | MUSIC RM: LIGHT BULBS OUT   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains           | Good          |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                   | Poor          | RM 21: FIRE EXTINGUISHER NEEDS TO BE SIGNED<br>RM 26: FIRE EXTINGUISHER NEEDS TO BE SIGNED<br>RM 24: FIRE EXTINGUISHER NEEDS TO BE SIGNED<br>22: FIRE EXTINGUISHER NEEDS TO BE SIGNED<br>23: FIRE EXTINGUISHER NEEDS TO BE SIGNED<br>MUSIC RM: FIRE EXTINGUISHER NEEDS TO BE SIGNED<br>12: FIRE EXTINGUISHER NEEDS TO BE SIGNED<br>LIBRARY: FIRE EXTINGUISHER NEEDS TO BE SIGNED<br>10: FIRE EXTINGUISHER NEEDS TO BE SIGNED<br>11: FIRE EXTINGUISHER NEEDS TO BE SIGNED<br>RM 9: FIRE EXTINGUISHER NEEDS TO BE SERVICED<br>8: FIRE EXTINGUISHER NEEDS TO BE SIGNED<br>P1: FIRE EXTINGUISHER NEEDS TO BE SIGNED<br>P2: FIRE EXTINGUISHER NEEDS TO BE SIGNED |

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/19/2018**

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned   |
|--|---------------|---|
|  |               | P3: FIRE EXTINGUISHER NEEDS TO BE SIGNED<br>WOODSHOP 30: FIRE EXTINGUISHER NEEDS TO BE SIGNED<br>31: FIRE EXTINGUISHER NEEDS TO BE SIGNED<br>32: FIRE EXTINGUISHER NEEDS TO BE SIGNED<br>GIRLS' LOCKER ROOM: FIRE EXTINGUISHER NEEDS TO BE SIGNED<br>SMALL GYM: FIRE EXTINGUISHER NEEDS TO BE SIGNED<br>GYM: FIRE EXTINGUISHER NEEDS TO BE SIGNED |
| <b>Structural:</b><br>Structural Damage, Roofs                             | Good          | LIBRARY: STAINED CEILING TILES<br>RM 12: ONE CRACKED CEILING TILE   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good          | BOYS RESTROOM: DOOR STICKS<br>RM 20: DOOR CLOSER NEEDS ADJUSTING<br>P3: WINDOW SCREEN HAS A HOLE  |
| <b>Overall Rating</b>  | <b>Good</b>   |   |

**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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

**2017-18 CAASPP Results for All Students**

| Subject     | Percent of Students Meeting or Exceeding the State Standards<br>(grades 3-8 and 11) |       |          |       |       |       |
|-------------|---|-------|----------|-------|-------|-------|
|             | School  |       | District |       | State |       |
|             | 16-17   | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |
| <b>ELA</b>  | 63.0  | 64.0  | 59.0     | 60.0  | 48.0  | 50.0  |
| <b>Math</b> | 54.0  | 52.0  | 42.0     | 41.0  | 37.0  | 38.0  |

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

Note: 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.

| CAASPP Test Results in Science for All Students |   |       |          |       |       |       |
|---|---|-------|----------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced<br>(meeting or exceeding the state standards) |       |          |       |       |       |
|   | School  |       | District |       | State |       |
|   | 16-17   | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |
| Science   | N/A   | N/A   | N/A      | N/A   | N/A   | N/A   |

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

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

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

#### 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

| Grade Level | 2017-18 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| 7           | 18.5  | 25.5   | 40.1   |

\* 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.

| School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)<br>Disaggregated by Student Groups, Grades Three through Eight and Eleven |                  |               |                |                         |
|---|------------------|---------------|----------------|-------------------------|
| Student Group   | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students  | 601              | 591           | 98.34          | 64.07                   |
| Male  | 306              | 300           | 98.04          | 53.33                   |
| Female  | 295              | 291           | 98.64          | 75.17                   |
| Black or African American   | 12               | 12            | 100.00         | 16.67                   |
| American Indian or Alaska Native  | --               | --            | --             | --                      |
| Asian   | 29               | 28            | 96.55          | 89.29                   |
| Filipino  | --               | --            | --             | --                      |
| Hispanic or Latino  | 188              | 188           | 100.00         | 38.30                   |
| Native Hawaiian or Pacific Islander   | --               | --            | --             | --                      |
| White   | 331              | 323           | 97.58          | 77.02                   |
| Two or More Races   | 30               | 29            | 96.67          | 79.31                   |
| Socioeconomically Disadvantaged   | 219              | 217           | 99.09          | 38.89                   |
| English Learners  | 95               | 93            | 97.89          | 15.05                   |
| Students with Disabilities  | 54               | 53            | 98.15          | 7.55                    |
| Students Receiving Migrant Education Services   | 19               | 19            | 100.00         | 15.79                   |
| Foster Youth  | --               | --            | --             | --                      |

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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.

**School Year 2017-18 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| <b>Student Group</b>                                 | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| <b>All Students</b>                                  | 601                     | 592                  | 98.5                  | 52.03                          |
| <b>Male</b>  | 306                     | 300                  | 98.04                 | 47.33                          |
| <b>Female</b>  | 295                     | 292                  | 98.98                 | 56.85                          |
| <b>Black or African American</b>                     | 12                      | 12                   | 100                   | 8.33                           |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                             |
| <b>Asian</b>   | 29                      | 28                   | 96.55                 | 85.71                          |
| <b>Filipino</b>                                      | --                      | --                   | --                    | --                             |
| <b>Hispanic or Latino</b>                            | 188                     | 188                  | 100                   | 25                             |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                             |
| <b>White</b>   | 331                     | 324                  | 97.89                 | 62.65                          |
| <b>Two or More Races</b>                             | 30                      | 29                   | 96.67                 | 89.66                          |
| <b>Socioeconomically Disadvantaged</b>               | 219                     | 217                  | 99.09                 | 25.81                          |
| <b>English Learners</b>                              | 95                      | 93                   | 97.89                 | 5.38                           |
| <b>Students with Disabilities</b>                    | 55                      | 54                   | 98.18                 | 11.11                          |
| <b>Students Receiving Migrant Education Services</b> | 19                      | 19                   | 100                   | 5.26                           |
| <b>Foster Youth</b>                                  | --                      | --                   | --                    | --                             |

Note: 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.

Note: 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.

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.

### **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 for the school district and each school site

#### **Opportunities for Parental Involvement (School Year 2018-19)**

Mission Hill Middle School offers numerous opportunities for parents to be involved in school activities and school leadership. Our Parent Teacher Student Association (PTSA) sponsors education events for our parent community and provides a safe space for parents to connect and contribute their ideas to school administration. Our English Learner Advisory Committee (ELAC) meets monthly and oversees the implementation of our English Language Learner program. Parents can choose to run for election to the

Site Council which consists of teachers, students, classified staff, and administrators working together to create the School Plan for Student Achievement (SPSA) and to oversee the school budget. Parents can also volunteer to assist with many activities and events, including but not limited to:

- lunch time supervision
- ball shed monitoring
- classroom volunteering
- drivers/chaperones for field trips
- chaperones for school dances
- planning team for graduation events

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (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 in accordance with California law. Two campus supervisors monitor the school throughout the day, and parent volunteers, administrators and counselors participate in lunchtime supervision. We revised our School Safety Plan in 2018 which 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                     | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 2.4     | 3.0     | 2.9     |
| Expulsions Rate            | 0.6     | 0.0     | 0.5     |
| District                   | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 2.5     | 3.5     | 3.2     |
| Expulsions Rate            | 0.4     | 0.3     | 0.2     |
| State                      | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 3.7     | 3.7     | 3.5     |
| 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.

| Academic Counselors and Other Support Staff at this School |       |
|--|-------|
| Number of Full-Time Equivalent (FTE)                       |       |
| Academic Counselor   | 1.3   |
| Counselor (Social/Behavioral or Career Development)        | 0     |
| Library Media Teacher (Librarian)                          | 1     |
| Library Media Services Staff (Paraprofessional)            | .875  |
| Psychologist   | .1250 |
| Social Worker  | .1666 |
| Nurse  | .25   |
| Speech/Language/Hearing Specialist                         | .5    |
| Resource Specialist (non-teaching)                         | 2.4   |
| Other  | 0     |
| Average Number of Students per Staff Member                |       |
| Academic Counselor   | 465   |

\* 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+     |         |         |
|  | 2015-16            | 2016-17 | 2017-18 | 2015-16               | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| English  | 27.0               | 26.0    | 23.0    | 4                     | 5       | 7       | 7       | 11      | 11      | 6       | 2       | 2       |
| Mathematics  | 23.0               | 28.0    | 25.0    | 8                     | 2       | 7       | 8       | 7       | 4       |         | 6       | 6       |
| Science  | 28.0               | 30.0    | 29.0    | 2                     |         |         | 8       | 13      | 11      | 4       |         | 2       |
| Social Science   | 32.0               | 31.0    | 30.0    |                       |         |         | 7       | 11      | 11      | 6       | 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

Every Wednesday, students are released early and teachers have collaborative time from 1:30-3:00PM. This weekly schedule allows our staff to have the time to participate in collaborative meetings focused on supporting all students in meeting, or exceeding, mastery of academic content/skills. Mission Hill staff participate in two different types of collaborative meetings: 1) staff Professional Development (PD) meetings focused on learning and implementing integrated ELD strategies to support students' acquisition of academic language 2) department Professional Learning Community (PLC) meetings focused on aligning essential learnings and formative assessments across similar courses and examining student work to monitor student progress toward these essential learnings. Additionally, these PLC meetings are a vehicle for teachers to design effective re-teaching experiences.

During our collaborative time, staff examine the following data sources:

- common formative assessments
- common summative assessments
- district writing assessments
- MAP scores
- CAASPP scores
- attendance data
- behavior data
- grade data

This data informs our decisions regarding instructional practices within individual courses, our decisions regarding the focus of professional development (Tier 1 strategies), and the development of our Tier 2 and 3 interventions.

| FY 2016-17 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/](http://www.cde.ca.gov/ds/fd/cs/).

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | \$6,259                | \$731      | \$5,529      | \$66,835               |
| District   | ◆                      | ◆          | \$6,111      |                        |
| State  | ◆                      | ◆          | \$7,125      |                        |
| Percent Difference: School Site/District                           |                        |            | -9.5         | -18.8                  |
| Percent Difference: School Site/ State                             |                        |            | -15.9        |                        |

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## 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 support 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 <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).

## 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.