

Mission Hill Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the 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.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard)

<https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Mission Hill Middle School
Street	425 King Street
City, State, Zip	Santa Cruz, CA 95060-3411
Phone Number	(831) 429-3860
Principal	Derek Kendall
Email Address	derekkendall@sccs.net
School Website	https://www.missionhill.sccs.net/
County-District-School (CDS) Code	44698236060156

2023-24 District Contact Information

District Name	Santa Cruz City Schools
Phone Number	(831) 429-3410
Superintendent	Kris Munro
Email Address	superintendent@sccs.net
District Website	www.sccs.net

2023-24 School Description and Mission Statement

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 Santa Cruz. Mission Hill serves about 500 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

2023-24 School Description and Mission Statement

with responsibility and integrity."

Mission Hill Middle School believes:

- all students should be known and valued.
- all students can learn.
- rigorous academic instruction is essential to students' academic growth.
- safe, respectful, and caring environment support student success.
- in high expectations for all learners.
- music and the arts are important.
- 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.
- demographics should not determine outcomes.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	162
Grade 7	162
Grade 8	220
Total Enrollment	544

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7%
Male	51.3%
Asian	2.6%
Black or African American	1.3%
Filipino	0.4%
Hispanic or Latino	34.2%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	6.6%
White	54.4%
English Learners	9%
Foster Youth	0.2%
Homeless	0.4%
Migrant	1.3%
Socioeconomically Disadvantaged	35.3%
Students with Disabilities	17.1%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.00	78.35	169.00	79.29	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.50	0.70	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.40	15.93	29.20	13.73	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.10	1.01	12115.80	4.41
Unknown	1.60	5.68	11.20	5.27	18854.30	6.86
Total Teaching Positions	28.10	100.00	213.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.10	86.48	185.10	78.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.20	0.95	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.30	10.66	41.00	17.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	2.86	4.70	2.03	11953.10	4.28
Unknown	0.00	0.00	1.30	0.58	15831.90	5.67
Total Teaching Positions	31.40	100.00	234.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.10	0.00
Misassignments	3.20	3.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.40	3.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.80
Local Assignment Options	0.00	0.10
Total Out-of-Field Teachers	0.00	0.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.9	12.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.1	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	December 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	District created standards aligned curriculum maps for each course (English 6, English 7, English 8) Adopted 2023	Yes	0%
Mathematics	College Preparatory Mathematics (CPM) Core Connections (Middle School) Courses 1, 2, 3, & (High School) Integrated 1 Adopted 2013	Yes	0%
Science	Science Education for Public Understanding Program (SEPUP), Lab-Aids SEPUP Science Grades 6, 7, & 8 Adopted 2019	Yes	0%
History-Social Science	National Geographic World History Ancient Civilizations - 6th Adopted 2021 National Geographic World History Medieval and Early Modern Times - 7th Adopted 2021 McGraw Hill Impact California Social Studies: US History and Geography Adopted 2021	Yes	0%
Foreign Language	Senderos Spanish 1 Vista Higher Learning Adopted 2023	Yes	0
Health	N/A	Yes	
Visual and Performing Arts	N/A	Yes	

School Facility Conditions and Planned Improvements

Mission Hill Middle School is a beautiful and historic Santa Cruz building, which will turn 100 in 2030. We are constantly working to maintain and upkeep its old-world charm, while simultaneously updating and improving it for 21st Century learning. In addition to the main building, we have a large and small gym, two PE locker rooms, a shop building, and a free-standing math wing. An artificial turf field was completed in 2021, which provides athletic and recreational space for our Mighty Mavericks and community organizations. Classrooms are spacious, bright, and modernly furnished. We have a spacious, and newly renovated, auditorium with a stage and state-of-the-art lighting. Our main halls are lined with student lockers, allowing us to be an "away for the day" school. Students keep their backpacks secure in their locker, which helps ensure safe clean hallways and clutter-free classrooms with minimal tripping hazards. The front yard of our school includes raised planter beds, an electronic marquee, a rain shelter, several student-created mosaic benches, new fencing and bike cage, and an automatic gate allowing access to the staff parking lot. Other recent improvements include new roofing and insulation on the main building and the large and small gyms, new electrical switchgear, installation of interactive flat panels in all classrooms, updated science classrooms, and a new multi-purpose space. Our custodial staff maintains the main building, gyms, and outdoor areas daily.

In the summer of 2023 all buildings were painted, and new windows are set to be installed in the summer of 2024. In the Fall of 2023, an automated keyless door-locking system was installed campus-wide. In the next 3-5 years, Mission Hill will break ground on a new building, which will eventually house state-of-the-art science classrooms and an additional multi-purpose space.

Year and month of the most recent FIT report

November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	60	58	58	58	47	46
Mathematics (grades 3-8 and 11)	43	40	36	35	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	534	523	97.94	2.06	57.74
Female	260	257	98.85	1.15	64.98
Male	274	266	97.08	2.92	50.75
American Indian or Alaska Native	0	0	0	0	0
Asian	14	14	100.00	0.00	85.71
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	182	180	98.90	1.10	32.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	35	94.59	5.41	80.00
White	291	284	97.59	2.41	69.37
English Learners	36	36	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	196	192	97.96	2.04	32.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	92	89	96.74	3.26	16.85

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	534	522	97.75	2.25	40.23
Female	260	256	98.46	1.54	37.89
Male	274	266	97.08	2.92	42.48
American Indian or Alaska Native	0	0	0	0	0
Asian	14	14	100.00	0.00	71.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	182	178	97.80	2.20	19.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	35	94.59	5.41	57.14
White	291	285	97.94	2.06	49.82
English Learners	36	36	100.00	0.00	2.78
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	196	192	97.96	2.04	20.31
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	92	87	94.57	5.43	4.60

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. 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 CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	47.16	51.66	32.47	38.89	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	219	213	97.26	2.74	51.64
Female	111	109	98.20	1.80	46.79
Male	108	104	96.30	3.70	56.73
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	71	68	95.77	4.23	29.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	90.91
White	126	123	97.62	2.38	60.16
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	78	76	97.44	2.56	32.89
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	36	34	94.44	5.56	11.76

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	97%	97%	97%	97%	97%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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 educational 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 Single 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
- chaperones for field trips, school dances, and performing arts events
- staff appreciation events
- planning team for promotion events

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	565	556	144	25.9
Female	277	271	75	27.7
Male	288	285	69	24.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	14	14	1	7.1
Black or African American	7	7	4	57.1
Filipino	2	2	2	100.0
Hispanic or Latino	198	194	50	25.8
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	39	38	6	15.8
White	302	298	81	27.2
English Learners	53	52	12	23.1
Foster Youth	1	1	0	0.0
Homeless	9	9	5	55.6
Socioeconomically Disadvantaged	213	208	64	30.8
Students Receiving Migrant Education Services	9	7	1	14.3
Students with Disabilities	105	103	33	32.0

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.34	4.07	0.35	0.13	2.29	3.29	0.20	3.17	3.60
Expulsions	0.00	0.00	0.18	0.00	0.13	0.13	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.35	0.18
Female	0.36	0.36
Male	0.35	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.66	0.33
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 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 staff and students. We hold fire, earthquake, lockdown drills in accordance with California law. We also follow county-wide emergency response protocols for evacuation, reverse evacuation, hall check, and lockdown. A campus supervisor monitors the school throughout the day, and parent volunteers, administrators, teachers, and counselors participate in supervision at drop-off, brunch, lunch, and dismissal. The most recent revision to our School Safety Plan (Fall 2023) emphasizes prevention and early intervention for discipline issues, crisis management, positive school climate, and student connectedness.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	8	12	
Mathematics	22	8	8	1
Science	27		13	
Social Science	27		13	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	11	13	
Mathematics	21	10	12	
Science	26		15	
Social Science	25	3	13	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	9	11	1
Mathematics	22	9	11	0
Science	28	1	12	0
Social Science	26	2	13	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	362.67

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,522	\$2,776	\$7,746	\$80,230
District	N/A	N/A	\$8,457	
Percent Difference - School Site and District	N/A	N/A	-8.8	-7.5
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	16.1	-21.6

Fiscal Year 2022-23 Types of Services Funded

In alignment with our SCCS District goals, Mission Hill uses State and Federal funds programs in academic literacy, mathematics, English language development, and social/emotional learning. In addition to highly qualified teachers, we use funds to employ a variety of paraeducators to support students in small group and 1:1 interventions, including multilingual instruction and math and English tutoring. We also offer grade level English language development classes and grade level AVID classes, which serve many EL and socioeconomically disadvantaged students. Funds are allocated to offer tier 2 intervention courses, such as Math Plus, Math Mentors, and Read Plus, and tier 3 intervention courses such as Read 180, Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) and Mindset Math. Mission Hill also offers an after school program, which provides students with academic tutoring, as well as enrichment opportunities, such as art, drama, cooking, and robotics.

Funds are allocated toward school connectedness and social/emotional wellbeing, both of which are essential to student success. We employ 2 counselors, a mental health specialist, an attendance clerk, a health clerk, a campus supervisor, an activities director, and an athletic director. Positive Behavior Interventions and Supports (PBIS) is an essential part of our school culture, and a PBIS coordinator lead Mission Hill in earning a silver medallion in program implementation in 2023. We are currently working on earning a gold medallion in 2024. Mission Hill funds a robust and active 3-season athletics program and many student clubs that meet weekly.

Funds are also used for professional development. This year, Mission Hill staff are participating in integrated ELD, PBIS, anti-racist leadership, and standards based grading PD's.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Every Wednesday, students are released early and teachers have collaborative team time or professional development time from 2:00-3:30PM. This weekly schedule allows staff time to focus on supporting all students in meeting or exceeding mastery of academic content/skills.

During collaborative team time, teachers work with department and subject alike colleagues on aligning essential learnings and formative assessments across similar courses, and examining student work to monitor progress toward essential learnings. Additionally, collaborative team time is an opportunity for teachers to design effective re-teaching experiences. This year, each content area has 2 days designated for joint collaboration with our colleagues at Branciforte Middle School. During our collaborative time, staff examine the following data sources:

- common formative assessments

Professional Development

- common summative assessments
- district writing assessments
- iReady 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.

Professional development at Mission Hill is two-fold. First, all certificated staff participate in 3 all-day professional developments (August, October, January) which focus on our over-arching school-wide goals of integrated ELD, equitable learning environments, standards-based grading, and PBIS implementation. Second, teachers self-select a specific area of interest to focus on over the course of 7 Wednesday afternoons throughout the year. We currently have three active PD strands, with approximately 12 teachers in each strand. In May of 2024, each strand will showcase their work with the rest of the staff.

In addition to site PD, all staff (certificated and classified) are encouraged and financially compensated to participate in District and County professional development.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	14	15	15