

# Mission Hill Middle School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

<b>School Name</b>	Mission Hill Middle School
<b>Street</b>	425 King St.
<b>City, State, Zip</b>	Santa Cruz, CA 95060-3411
<b>Phone Number</b>	(831) 429-3860
<b>Principal</b>	Derek Kendall
<b>Email Address</b>	derekkendall@sccs.net
<b>School Website</b>	<a href="http://sccsmissionhill.ss8.sharpschool.com">http://sccsmissionhill.ss8.sharpschool.com</a>
<b>County-District-School (CDS) Code</b>	44698236060156

## 2022-23 District Contact Information

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

## 2022-23 School Overview

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 545 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.
- rigorous academic instruction is essential to students' academic growth.
- safe, respectful, and caring environment support student success.
- in high expectations for all learners.

## 2022-23 School Overview

- 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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
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### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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## 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

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

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Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

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		
Misassignments		
Vacant Positions		
<b>Total Teachers Without Credentials and Misassignments</b>		

## 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		
Local Assignment Options		
<b>Total Out-of-Field Teachers</b>		

## 2021-22 Class Assignments

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

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

## 2022-23 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 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Literature and Language Arts - Holt, Rinehart & Winston Adopted 2008  Shining Star - Pearson Longman Adopted 2007	Yes	0%
<b>Mathematics</b>	College Preparatory Mathematics (CPM) Core Connections (Middle School) Courses 1, 2, 3, & (High School) Integrated 1	Yes	0%

	Adopted 2013 Curriculum Associates i-Ready Classroom, Volume 1 & 2, 6th, 7th & 8th		
<b>Science</b>	Science Education for Public Understanding Program (SEPUP), Lab-Aids SEPUP Science Grades 6, 7, & 8 Adopted 2019	Yes	0%
<b>History-Social Science</b>	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%
<b>Foreign Language</b>	Expresate! Spanish 1 Adopted 2014	Yes	0
<b>Health</b>	N/A	Yes	
<b>Visual and Performing Arts</b>	N/A	Yes	
<b>Science Laboratory Equipment (grades 9-12)</b>			

## 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 free-standing math wing. Our beautiful new artificial turf field was completed in 2021, and provides athletic and recreational space for our Mighty Mavericks and community organizations. Classrooms are spacious, bright, and modernly furnished. We have a spacious auditorium with a stage and state-of-the-art lighting for performing arts productions. Our main halls are lined with student lockers and we are an "away for the day" school, meaning students keep their backpacks secure in the lockers, in order to keep hallways safe and clean and to avoid tripping hazards for students and staff in the classrooms. The front yard of our school was recently renovated to include 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, and installation of interactive flat panels in all classrooms. Our custodial staff maintains the main building, gyms, and outdoor areas daily.

Planned improvements for the summer of 2023 include paint, new windows and window treatment, and an automated keyless door-locking system for the main building. Additionally, the auditorium will receive a new black-out curtains, and science classrooms will be reconfigured to allow for more flexible student seating. 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 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b>	X			

## School Facility Conditions and Planned Improvements

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A		N/A		N/A	
<b>Mathematics</b> (grades 3-8 and 11)	N/A		N/A		N/A	

## 2021-22 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 2021-22 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)						

## 2021-22 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
<b>All Students</b>					
<b>Female</b>					
<b>Male</b>					
<b>American Indian or Alaska Native</b>					
<b>Asian</b>					
<b>Black or African American</b>					
<b>Filipino</b>					
<b>Hispanic or Latino</b>					
<b>Native Hawaiian or Pacific Islander</b>					
<b>Two or More Races</b>					
<b>White</b>					
<b>English Learners</b>					
<b>Foster Youth</b>					
<b>Homeless</b>					
<b>Military</b>					
<b>Socioeconomically Disadvantaged</b>					
<b>Students Receiving Migrant Education Services</b>					
<b>Students with Disabilities</b>					

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, 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	99%	99%	99%	98%	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.

#### 2022-23 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
- drivers/chaperones for field trips
- chaperones for school dances
- planning team for promotion events

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

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

### 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

## 2021-22 Suspensions and Expulsions by Student Group

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

## 2022-23 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. A campus supervisor monitors the school throughout the day, and parent volunteers, administrators and counselors participate in lunchtime supervision. We revised our School Safety Plan in 2022 which emphasizes prevention and early intervention for discipline issues and crisis management as well as focusing on positive school climate and student connectedness.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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				
Mathematics				
Science				
Social Science				

## 2020-21 Secondary Average Class Size and Class Size Distribution

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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				
Mathematics				
Science				
Social Science				

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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				
Mathematics				
Science				
Social Science				



## 2021-22 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
<b>Pupils to Academic Counselor</b>	

## 2021-22 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
<b>School Site</b>	\$9,282	\$1,876	\$7,406	\$76,320
<b>District</b>	N/A	N/A	\$7,989	\$82,291
<b>Percent Difference - School Site and District</b>	N/A	N/A	-7.6	-7.5
<b>State</b>	N/A	N/A		
<b>Percent Difference - School Site and State</b>	N/A	N/A	-25.7	-21.6

## 2021-22 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, and Read Plus, and tier 3 intervention courses such as Read 180 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, 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. Site programs include PBIS and Second Step. We also fund a robust and active athletics program and many student clubs.

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

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		
<b>Percent of Budget for Teacher Salaries</b>		
<b>Percent of Budget for Administrative Salaries</b>		

## 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, 5 days are designated for joint collaboration with our colleagues at Branciforte Middle School. Professional Development (PD) days provide teachers with training for implementing strategies in Mission Hill's three areas of focus - integrated ELD, PBIS and social/emotional learning, and anti-racist leadership. New for 2022/23, we have partnered with WestEd to receive support and guidance in our integrated ELD work.

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

- common formative assessments
- 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.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	12	14	15