

# Mission Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/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 <http://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.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Mission Elementary School
<b>Street</b>	36825 Foothill Rd.
<b>City, State, Zip</b>	Soledad, CA 93960
<b>Phone Number</b>	831.678.3524
<b>Principal</b>	Peter Zotovich
<b>E-mail Address</b>	<a href="mailto:pzotovich@missionusd.org">pzotovich@missionusd.org</a>
<b>Web Site</b>	<a href="https://sites.google.com/a/missionusd.org/mission/home">https://sites.google.com/a/missionusd.org/mission/home</a>
<b>CDS Code</b>	27660846026157

<b>District Contact Information</b>	
<b>District Name</b>	Mission Union Elementary School District
<b>Phone Number</b>	831.678.3524
<b>Superintendent</b>	Peter Zotovich
<b>E-mail Address</b>	pzotovich@missionusd.org
<b>Web Site</b>	<a href="https://sites.google.com/a/missionusd.org/mission/home">https://sites.google.com/a/missionusd.org/mission/home</a>

## **School Description and Mission Statement (School Year 2016-17)**

### **Principal's Message**

Mission School is deeply rooted in tradition. Many of the students come from families that have generations of family members, both immediate and extended, who attend or have attended Mission School. Faculty and staff work together to provide diverse and challenging opportunities so that students are nurtured as individuals and as members of the community. The teachers provide interesting, creative and challenging lessons that bring out the best in each student. We work daily to encourage behavior and interaction that is respectful and safe. Students are recognized every trimester for citizenship, responsibility, caring, fairness, respect, trustworthiness, self-improvement, academic achievement, athletic achievement and attendance.

Parent participation, in conjunction with a motivated and determined staff, are the foundations to our success both inside and outside the classroom. Our PTO provides funds that support teachers in and out of the classroom. They sponsor key educational field trips to enhance the science and history curriculum. On alternating years they sponsor science camps. One year the fifth and sixth grade class attends a four day camp at Camp Ocean Pines in Cambria California. The following year the seventh and eighth grade class attends a four day camp at Yosemite. In addition to key field trips, they sponsor our Grandparent's Day, Thanksgiving Feast and our Fun Day the last day of school. Through their efforts we continue to provide students with a diverse and rich educational experience.

The Mission Union School District completed the new construction of six classroom buildings in the spring of 2009 and the modernization of the old buildings in the fall of 2009. The generosity of a local benefactor has provided Mission Union School District with funds to employ full time music and art programs since 2009.

### **School Profile**

Mission Union School District is a one-site district situated in the quiet agricultural community of Soledad. Located in Monterey County, approximately 25 miles south of Salinas, Soledad was originally founded as a Spanish mission town in 1791.

Mission School Provides students with a traditional curriculum that includes the integration of hands-on projects to apply lessons learned in real-world contexts. The school's small size allows for teachers to provide each student with individual attention to ensure academic success. During the 2015-16 school year, 126 kindergarten through eighth grade students were enrolled at the school.

### **Mission Statement**

Our mission is to provide every student enrolled at Mission School access to a challenging and comprehensive curriculum presented by a passionate and dynamic staff in a learning environment that emphasizes enthusiasm, responsibility and respect. We are dedicated to the principle that what is taught here is not an education, but the means by which to become educated.

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	14
Grade 1	10
Grade 2	20
Grade 3	12
Grade 4	16
Grade 5	12
Grade 6	17
Grade 7	12
Grade 8	15
<b>Total Enrollment</b>	<b>128</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0.8
Filipino	1.6
Hispanic or Latino	69.5
Native Hawaiian or Pacific Islander	0
White	28.1
Two or More Races	0
Socioeconomically Disadvantaged	18
English Learners	16.4
Students with Disabilities	0
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	8.0	8.0	8.0	8.0
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: June, 2015

The Mission Union School District held a Public Hearing on September 14, 2016 and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. Core subject textbooks and instructional materials are provided for each student, including English learners. Standards-aligned text and materials are reserved both for use in the classroom and to take home.

The district is in the process of completing the adoption of CCSS curriculum. MUSD adopted mathematics in the 2015-16 school year and is currently in the process of adopting ELA for the 2016-2017 school year. Textbooks currently in use (as of July 1, 2016) at Mission School are displayed in the chart.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-6: Houghton Mifflin 7-8: McDougal Littell	Yes	0.0
Mathematics	K-8: Houghton Mifflin GO MATH!	Yes	0.0
Science	K-5: MacMillan/ McGraw Hill 6-8: Prentice Hall	Yes	0.0
History-Social Science	K-5: Pearson Scott Foresman 6-8: Holt, Rinehart & Winston	Yes	0.0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Mission School was originally constructed in 1977, with a new 6 classroom building added in 2009. Mission School is comprised of 9 classrooms, a multipurpose room, three mobile computer labs, a library, and one playground.

Cleaning Process

The district governing board has adopted cleaning standards for the school. The Superintendent/Principal works routinely with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair

District Superintendent/Principal and maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order log is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms were in working condition.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/27/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	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 Rating (Most Recent Year)**

Year and month of the most recent FIT report: 10/27/2015				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	61	46	60	46	44	48
Mathematics	33	18	33	18	34	36

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.

#### CAASPP Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	12	12	100.0	16.7
	4	16	16	100.0	37.5
	5	12	12	100.0	41.7
	6	18	18	100.0	55.6
	7	12	12	100.0	50.0
	8	15	14	93.3	71.4
Female	6	12	12	100.0	50.0
Hispanic or Latino	4	11	11	100.0	27.3
	6	12	12	100.0	41.7

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 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.

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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	12	12	100.0	
	4	16	16	100.0	18.8
	5	12	12	100.0	16.7
	6	18	18	100.0	27.8
	7	12	12	100.0	25.0
	8	12	12	100.0	25.0
Female	6	12	12	100.0	16.7
Hispanic or Latino	4	11	11	100.0	9.1
	6	12	12	100.0	8.3

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 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.

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.

**CAASPP Test Results in Science for All Students**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	72	47	50	72	47	50	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	27	26	96.3	50.0
Male	15	14	93.3	57.1
Female	12	12	100.0	41.7
Hispanic or Latino	11	10	90.9	40.0
White	16	16	100.0	56.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.3	25	25
7	25	50	16.7

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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2016-17)

The parents of Mission students are actively involved in all aspects of their child's education, which greatly benefits the child as well as the school as a whole. Parents may join the Parent-Teacher Organization (PTO), which holds many fundraisers each year and organizes parent volunteers in classrooms and for field trips.

Parents who wish to participate in Mission School's leadership teams, school committees, school activities, or become a volunteer may contact the school's office at (831) 678-3524.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	0.0	0.0	0.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

Mission School's Site Safety Plan is revised annually in the fall by the principal. The Safety Plan focuses on student and staff safety, as well as disaster procedures. All staff members have copies of the plan and any revisions are communicated annually.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Earthquake preparedness and fire drills are held each month on a rotating basis. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations and emergency supplies are available.



Safety of students is a priority of the school staff. Students are supervised throughout the day by staff members and three instructional aides. There is a designated area for student drop-off and pick-up in front of the school. Visitors to the school must register at the office, where they receive identification badges that must be displayed at all times.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	1			11	1			11	1		
1	15	1			19	1			19	1		
2	17	1			14	1			14	1		
3	14	1			16	1			16	1		
4	17	1			12	1			12	1		
5	13	1			18	1			18	1		
6	17	1			13	1			13	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	As Needed	N/A
Resource Specialist	0.0	N/A
Other	2.0	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	9,428	2,471	6,957	51,810
District	N/A	N/A	6,957	51,810
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	-21.5	-27.4

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

**Types of Services Funded (Fiscal Year 2015-16)**

In addition to general fund state funding, Mission Union School District received funding for the following categorical, special education, and support programs:

- Title II, Part A - Teacher Quality
- Rural Education Achievement Program

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$41,085
Mid-Range Teacher Salary		\$59,415
Highest Teacher Salary		\$75,998
Average Principal Salary (Elementary)		\$100,438
Average Principal Salary (Middle)		\$101,868
Superintendent Salary		\$116,069
Percent of Budget for Teacher Salaries	42%	33%
Percent of Budget for Administrative Salaries	9%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Professional Development (Most Recent Three Years)**

As part of the growth process, opportunities for training and staff development are provided at both the site and various outside locations for administrators, teachers, and classified staff. The district offered three days of staff development annually for the last four years. We will be developing a Professional Development Plan in order to account for the one time Mandated Costs reimbursements from the state in the 2015-16 school year.