

Mission Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Mission Elementary School
Street	36825 Foothill Rd.
City, State, Zip	Soledad, CA 93960
Phone Number	831.678.3524
Principal	Dr. Jinane Annous
Email Address	jannous@missionusd.org
Website	https://sites.google.com/a/missionusd.org/mission/home
County-District-School (CDS) Code	27660846026157

Entity	Contact Information
District Name	Mission Union Elementary School District
Phone Number	831.678.3524
Superintendent	Dr. Jinane Annous
Email Address	jannous@missionusd.org
Website	https://sites.google.com/a/missionusd.org/mission/home

School Description and Mission Statement (School Year 2019-20)

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 2019-20 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 2018-19)

Grade Level	Number of Students
Kindergarten	15
Grade 1	16
Grade 2	15
Grade 3	13
Grade 4	12
Grade 5	19
Grade 6	13
Grade 7	15
Grade 8	13
Total Enrollment	131

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Asian	2.3
Filipino	0.8
Hispanic or Latino	79.4
White	16
Two or More Races	1.5
Socioeconomically Disadvantaged	26.7
English Learners	17.6
Students with Disabilities	3.1
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	8.0	8.0		
Without Full Credential				
Teaching Outside Subject Area of Competence (with full credential)	0			

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0		
Total Teacher Misassignments*	0		
Vacant Teacher Positions	0		

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: June, 2019

The Mission Union School District held a Public Hearing on September 11, 2019 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 2017-2018 school year. Textbooks currently in use (as of July 1, 2016) at Mission School are displayed in the chart.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Benchmarks education company 7-8 Houghton Mifflin	Yes	0.0
Mathematics	K-8: Houghton Mifflin Hard Court	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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 10/03/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	44	48	44	48	50	50
Mathematics (grades 3-8 and 11)	37	40	37	40	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	83	82	98.80	1.20	47.56
Male	35	35	100.00	0.00	40.00
Female	48	47	97.92	2.08	53.19
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	68	67	98.53	1.47	40.30
Native Hawaiian or Pacific Islander					
White	14	14	100.00	0.00	78.57

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	29	29	100.00	0.00	34.48
English Learners	26	26	100.00	0.00	26.92
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	83	82	98.80	1.20	40.24
Male	35	35	100.00	0.00	37.14
Female	48	47	97.92	2.08	42.55
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	68	67	98.53	1.47	31.34
Native Hawaiian or Pacific Islander					
White	14	14	100.00	0.00	78.57
Two or More Races					
Socioeconomically Disadvantaged	29	29	100.00	0.00	27.59
English Learners	26	26	100.00	0.00	7.69
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	26.3	26.3	5.3
7	21.4	42.9	21.4

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.0	0.0	0.0	0.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	15	1			14	1			15	1		
1	15	1			15	1			16	1		
2	8	1			15	1			15	1		
3	19	1			9	1			13	1		
4	12	1			22		1		12	1		
5	16	1			12	1			19	1		
6	12	1			15	1			13	1		
Other**												

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

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

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,256	2,767	7,862	59,545
District	N/A	N/A	7,862	\$59,869.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	0.0	3.2
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	9.8	-6.0

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

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

Types of Services Funded (Fiscal Year 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,200	\$45,252
Mid-Range Teacher Salary	\$59,750	\$65,210
Highest Teacher Salary	\$73,250	\$84,472
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$112,400	\$124,686
Percent of Budget for Teacher Salaries	35%	31%
Percent of Budget for Administrative Salaries	8%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	6	12

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 2018-19 school year. Furthermore we have added one minimum day per month to implement needed professional development