

2013 SARC Input Form

Reported Using Data from the 2012-13 School Year Published During the 2013-14 School Year

The SARC is comprised of various reporting requirements. This template is provided as a tool to view and update your school's information includes only the information we cannot get from the Department of Education [This is not the full SARC template](#). DTS will import publically available data not listed in this template as it becomes available. A list of answers to frequently asked questions (FAQs) can be downloaded by [clicking here](#).

School Contact Information

Please review and update/enter the information below as needed. This section should include **current** information for your school.

School Information	
School Name	Mission Elementary School
Street	36825 Foothill Rd.
City, State, Zip	Soledad, CA 93960
Phone Number	831.678.3524
Principal	Timothy Edward Ryan
E-mail Address	tryan@monterey.k12.ca.us
Grades Served	K-8
CDS Code	27660846026157

District Contact Information

Please review and update/enter the information below as needed. This section should include **current** information for your district.

District Information	
District Name	Mission Union Elementary School District
Street	36825 Foothill Rd.
City, State, Zip	Soledad
Phone Number	831.678.3524
Superintendent	Timothy Edward Ryan
Web Site	monterey.k12.ca.us
E-mail Address	tryan@monterey.k12.ca.us

School Description and Mission Statement (School Year 2012-13)

Please review and update/enter the information below as needed. This section should include information about your school, its programs and its goals.

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. Utilizing the "Character Counts!" program, 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 at Mission School is paramount to our success both inside and outside the classroom. Our PTO works efficiently and effectively to support extracurricular programs at Mission School.

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 family has afforded the Mission Union School District with monies to fund a music teacher for the next few years.

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 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 2012-13 school year, 123 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.

Opportunities for Parental Involvement (School Year 2012-13)

Please review and update/enter the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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.

School Safety Plan (School Year 2012-13)

Please review and update/enter the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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 drills 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.

Suspensions and Expulsions

Please review and update/enter the information below as needed. These are the suspension/expulsion rates for the last three years.

Data for 2010-11 and 2011-12 has been copied from last year's SARC (if possible). Please update as needed.

Suspension Rate (# of suspensions ÷ total enrollment) x 100			
	2010-11	2011-12	2012-13
School	0.0	2.4	0.0
District	0.0	2.4	0.0

Expulsion Rate (# of expulsions ÷ total enrollment) x 100			
	2010-11	2011-12	2012-13
School	0.0	0.0	0.0
District	0.0	0.0	0.0

School Facility Conditions and Planned Improvements (School Year 2013-14)

Please review and update/enter the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Please pay special attention to ensure that this section is aligned with the most recent inspection and FIT report.
Date of your most recent facilities inspection: 10/24/2012

Mission School was originally constructed in 1977 and is comprised of 11 classrooms, a multipurpose room, one computer lab, a library, and one playground.

Cleaning Process

The district governing board has adopted cleaning standards for the school. A summary of these standards is available at the school office or district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair

District 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 process 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 (School Year 2013-14)

Please review and update/enter the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

Please pay special attention to ensure that this section is aligned with the most recent inspection and FIT report.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: 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]	[]	[]	

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating	[]	[X]	[]	[]

Teacher Credentials

Please review and update/enter the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Data for 2010-11 and 2011-12 was copied from last year’s SARC. Please update as needed.

Teachers at this School	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	10	8	0	0
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	0
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA’s personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	♦

Teacher Misassignments and Vacant Teacher Positions

Please review and update/enter the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Data for 2011-12 and 2012-13 was copied from last year’s SARC. Please update as needed.

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners ‘Misassignments’ refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments ‘Misassignments’ refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions ‘Vacant Teacher Positions’ refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2012-13)

This data was copied from last year’s SARC. Please update as needed. This section should include the number of staff employed at your schools that fall into the categories below.

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	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (Librarian)		
Library Media Services Staff (paraprofessional)		
Psychologist		
Social Worker		
Nurse		
Speech/Language/Hearing Specialist	As Needed	
Resource Specialist (non-teaching)	0.2	
Other	1.5	

Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

Please pay special attention to ensure that this section is aligned with the most up-to-date adoption of textbooks.

Date on which the board most recently approved your current textbooks:

The Mission Union School District held a Public Hearing on _____, 2013 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 follows the State of California’s Textbook Adoption Cycle, which requires every school site to review textbooks in each curriculum area within a seven-year cycle; the goal is to replace textbooks at the rate of one subject area per year. The selection process involves teachers, administrators, district support personnel, and parents. Textbooks currently in use (as of _____ 2013) at Mission School are displayed in the chart.

Core Curriculum Area	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-6: Saxon 7-8: Prentice Hall	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
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)			

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

The fields that are highlighted yellow are populated for you with data provided by CDE. Percent differences are calculated by this form. The remaining data was copied over from last year's SARC and should be reviewed/updated by the school/LEA.

The most recent data available from CDE is for fiscal year 2011-12. For comparison purposes, data for the same fiscal year is requested from the school.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	N/A	N/A	N/A	N/A
District	---	---	N/A	N/A
Percent Difference: School Site and District	---	---	N/A	N/A
State	---	---	N/A	N/A
Percent Difference: School Site and State	---	---	N/A	N/A

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2012-13)

Please review and update/enter the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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

- School Improvement Program (SIP)

- Economic Impact Aid (EIA)
- Home-to-School Transportation
- Class Size Reduction (K-3)
- Instructional Materials
- Federal, ECIA/ESEA/IASA
- Federal, Special Education, Entitlement per UDC
- Educational Technology Assistance Grants
- Title II, Part A - Teacher Quality
- Title IV - Safe and Drug Free Schools and Communities (SDFSC)

Professional Development

Please review and update/enter the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

As part of the growth process, opportunities for training and staff development are provided at both the district and school site to administrators, teachers, and classified staff. The district offered three days of staff development annually for the last three years.

School Completion and Postsecondary Preparation

Please note: this section applies to high schools only. If you are not a high school, please skip this section.

Career Technical Education Programs (School Year 2012-13)

Please review and update/enter the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

Career Technical Education Participation (School Year 2012-13)

Please review and update/enter the information below as needed. This section should include information about level of participation in Career Technical Education (CTE) programs at your school.

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	