

# Mission Elementary 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 Elementary School
<b>Street</b>	10568 California St.
<b>City, State, Zip</b>	Redlands, CA 92373
<b>Phone Number</b>	Redlands, CA 92373
<b>Principal</b>	Minerva Castorena
<b>Email Address</b>	minerva_castorena@redlands.k12.ca.us
<b>School Website</b>	<a href="https://www.redlandsusd.net/mission">https://www.redlandsusd.net/mission</a>
<b>County-District-School (CDS) Code</b>	36-67843-0123851

## 2022-23 District Contact Information

<b>District Name</b>	Redlands Unified School District
<b>Phone Number</b>	(909) 307-5300
<b>Superintendent</b>	Mauricio Arellano
<b>Email Address</b>	mauricio_arellano@redlands.k12.ca.us
<b>District Website Address</b>	www.redlands.k12.ca.us

## 2022-23 School Overview

### School Vision Statement

The Parents, Teachers, Administrator and Support Staff of Mission Elementary School support the vision for Redlands 2025 and will focus on the five key areas:

- E - Enhanced Learning Through Innovation
- X - Excellence in Academics
- C - Collaborative Community and Parent Partnerships
- E - Equality through Equity
- L - Learning Environments are Safe and Secure

### School Mission Statement

The total Mission Elementary Community will provide a curriculum aligned to Common Core State Standards through challenging and meaningful learning opportunities to our diverse student population so they achieve grade-level academic standards, are college and career ready, and become lifelong learners.

Mission is one of 16 elementary schools in the Redlands Unified School District and serves just under 600 students on a traditional school schedule and went school-wide Title 1 in the 2016-2017 school year. A description of this process may be referenced in the 2016-2017 SPSA.

Mission Elementary School was "revitalized" in 2011 after nearly two decades of being closed as an elementary school. The school initially opened around 1851 as a one-room schoolhouse to serve the local students whose parents provided the labor force for constructing the Zanja, or watering canal, that irrigated the local orange groves. A second school was built in 1881, with a third being constructed in 1904. The current campus has four buildings containing 22 classrooms, a library, and a large

## 2022-23 School Overview

multipurpose room. The larger of the two structures was built in 1937 as a "WPA" project and was the Mission School to replace the 1904 facility. Our second building was constructed in the early 1970s as an orthopedically handicapped facility known as the Heisner Center. A third building contains two classrooms and sit parallel to the outdoor jogging track. Eventually, the two facilities were merged to become Mission Elementary School. More recently, six modular classrooms have been added.

Mission Elementary is a distinguished California school with the belief that all students deserve the opportunity to be educated in a way that prepares them for college, and we believe this preparation begins in as early as Transitional Kindergarten. It is this belief that has fueled our college preparation focus here on campus, where we are committed to creating a school that knows no limits to the academic success and future readiness of each student. We teach every child with equitable practices to ensure they all have a chance to reach higher education if they select to do so. We recognize the challenges our students may have; however, we never make excuses for their success.

Building Better Futures...No Excuses is not only our motto but how we live each day at Mission. You will find that this is a vibrant, engaging community of teachers and learners, a place high expectations are set for all students and where every student, without exception and without excuse, will be proficient in reading, language arts, and math. Our energies have been spent building this belief by nurturing a culture of universal achievement of students by regularly collaborating as a school community to strengthen our alignment of standards, assessment of the standards being taught, and managing the data from the assessments. This systematic approach allows us the necessary information needed to offer meaningful interventions to our students, both remediation and acceleration interventions.

Approximately 83% of the students qualify for and receive Free and Reduced Lunch.

Instruction is provided by highly qualified teachers.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	101
Grade 1	115
Grade 2	84
Grade 3	92
Grade 4	86
Grade 5	82
<b>Total Enrollment</b>	<b>560</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
American Indian or Alaska Native	0.4
Asian	7.5
Black or African American	10.7
Filipino	4.6
Hispanic or Latino	54.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	5.2
White	16.1
English Learners	13.4
Foster Youth	0.7
Homeless	5.7
Migrant	0.0
Socioeconomically Disadvantaged	73.8
Students with Disabilities	6.4

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.60	99.63	832.10	85.87	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.70	0.70	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	35.20	3.63	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	29.80	3.08	12115.80	4.41
<b>Unknown</b>	0.10	0.37	65.10	6.72	18854.30	6.86
<b>Total Teaching Positions</b>	26.70	100.00	969.10	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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)	0.00	
<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)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

The California State Board of Education reviews elementary level textbooks and adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. They review the materials that have been approved for purchase. Teachers at each site have an opportunity to preview texts prior to selection. Textbooks are selected and purchased on a seven-year cycle, rotating by content area. All Mentone Elementary School students are provided with all state and district adopted materials. Each student has available a copy of all necessary textbooks and curriculum materials in the classroom.

<b>Year and month in which the data were collected</b>	December 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Journeys Common Core Houghton Mifflin Harcourt (2014)***Not from a most recent state adoption for K-5 but is considered from the most recent local adoption for TK. ***The Current Adoption is considered to be aligned to the Common Core State Standards.	No	0%
<b>Mathematics</b>	Math In Focus Houghton Mifflin Harcourt (2015)	Yes	0%
<b>Science</b>	Inspire Science by McGraw-Hill (2022)	Yes	0%
<b>History-Social Science</b>	Social Studies Alive! TCI (2019)	Yes	0%
<b>Foreign Language</b>	NA		NA
<b>Health</b>	NA		NA
<b>Visual and Performing Arts</b>	N/A		0%
<b>Science Laboratory Equipment (grades 9-12)</b>	NA		NA

## School Facility Conditions and Planned Improvements

Mission Elementary School underwent a total revitalization, which was completed in August, 2011. This includes a facility with 20 classrooms, a cafeteria/multipurpose room, a library, and complete athletic field and playground structure. The buildings remain in good condition although interior/exterior paint will need some refreshing in the future. Summer, 2018 two new modular classrooms were added due to our increased student enrollment, and summer of 2021, four additional modular classrooms were added. Play structures are starting to experience wear and tear and are beginning to require repairs/replacements. The rubber mat at our main play structure area was replaced with astro turf during fall of 2020 however, it is already in need of repair/replacement. Paint on outer buildings, curbs, and ground is wearing. The paint on parking lot curbs, parking lots, door clearance markings and basketball courts have been refreshed in the fall of 2020. Asphalt in parking lot and on basketball courts needs re-surfacing due to large cracks and potholes. For now, they have been patched. An electronic marquee was installation on the front of building A in the spring of 2021. In addition, we had three beautiful murals painted on two ball walls and the wall of building D. These murals depict our culture of diversity, college/career preparation, and Positive Behavior Intervention Supports The governing board has adopted cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at [www.redlands.k12.ca.us](http://www.redlands.k12.ca.us). The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

**Year and month of the most recent FIT report**

July 2022

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

## School Facility Conditions and Planned Improvements

<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	42	N/A	51	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	29	N/A	35	N/A	33

## 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
<b>All Students</b>	274	268	97.81	2.19	42.16
<b>Female</b>	134	133	99.25	0.75	46.62
<b>Male</b>	140	135	96.43	3.57	37.78
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	27	25	92.59	7.41	68.00
<b>Black or African American</b>	30	30	100.00	0.00	40.00
<b>Filipino</b>	12	12	100.00	0.00	58.33
<b>Hispanic or Latino</b>	154	151	98.05	1.95	29.14
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	13	100.00	0.00	53.85
<b>White</b>	36	35	97.22	2.78	68.57
<b>English Learners</b>	32	29	90.63	9.37	27.59
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	23	22	95.65	4.35	45.45
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	210	204	97.14	2.86	35.29
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	30	29	96.67	3.33	10.34

## 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
<b>All Students</b>	274	270	98.54	1.46	29.26
<b>Female</b>	134	133	99.25	0.75	27.82
<b>Male</b>	140	137	97.86	2.14	30.66
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	27	26	96.30	3.70	53.85
<b>Black or African American</b>	30	30	100.00	0.00	13.33
<b>Filipino</b>	12	12	100.00	0.00	50.00
<b>Hispanic or Latino</b>	154	152	98.70	1.30	21.05
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	13	100.00	0.00	38.46
<b>White</b>	36	35	97.22	2.78	48.57
<b>English Learners</b>	32	31	96.88	3.12	19.35
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	23	23	100.00	0.00	26.09
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	210	206	98.10	1.90	19.90
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	30	29	96.67	3.33	3.45

## 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)	NT	28.05	NT	32.27	28.5	29.47

## 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>	84	82	97.62	2.38	28.05
<b>Female</b>	37	36	97.3	2.7	33.33
<b>Male</b>	47	46	97.87	2.13	23.91
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	11	11	100	0	18.18
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	44	43	97.73	2.27	23.26
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	16	16	100	0	50
<b>English Learners</b>	13	12	92.31	7.69	16.67
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	67	65	97.01	2.99	23.08
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<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 5	84%	79%	80%	78%	77%

## 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 has active involvement and support of our parent community. Parent volunteers support Mission students, families, and staff through PTA, School Site Council, ELAC, Safety Committee, classroom volunteers, chaperoning field trips, and organizing family and student events such as Spelling Bee, a Talent Show, and our annual Fall Festival. Parents are invited to participate in a school-wide open house as well as parent conferences. Parents join us for our monthly college rallies and regularly scheduled awards ceremonies. Teachers stay in frequent contact with parents through emails, phone calls, and electronic applications such as Class Dojo, Remind, and Google Classroom. Parents stay updated with school and community events and opportunities through our school website, Twitter, Instagram, and our automated call-out phone system, which includes emails and texts. Parents are invited to regular Coffee with the Principal sessions as well as parent education classes hosted by our school counselor.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	635	614	207	33.7
<b>Female</b>	321	309	103	33.3
<b>Male</b>	314	305	104	34.1
<b>American Indian or Alaska Native</b>	2	2	1	50.0
<b>Asian</b>	50	46	8	17.4
<b>Black or African American</b>	72	68	24	35.3
<b>Filipino</b>	29	28	5	17.9
<b>Hispanic or Latino</b>	344	337	136	40.4
<b>Native Hawaiian or Pacific Islander</b>	1	1	0	0.0
<b>Two or More Races</b>	35	31	7	22.6
<b>White</b>	97	96	23	24.0
<b>English Learners</b>	84	81	20	24.7
<b>Foster Youth</b>	5	4	1	25.0
<b>Homeless</b>	36	34	14	41.2
<b>Socioeconomically Disadvantaged</b>	485	470	173	36.8
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.0
<b>Students with Disabilities</b>	74	71	26	36.6

### 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
<b>Suspensions</b>	0.63	2.61	2.45
<b>Expulsions</b>	0.00	0.03	0.05

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
<b>Suspensions</b>	0.00	0.47	0.22	3.67	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.03	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.47	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.96	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	1.39	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.29	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	1.03	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.62	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00



## 2022-23 School Safety Plan

The Mission Elementary School Safety Plan is currently being reviewed and amended by our School Safety Committee and the staff. Mission Elementary School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current status of school crime. A Safe School Plan is adopted each school year and reflects the school's safety needs. Some of the key components of Mission's Safe School Plan, which are being evaluated and amended currently include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures.

School Safety - To ensure student safety before school, teachers, campus monitors, and administrators supervise the school grounds, including the bus drop-off area, Parent drop-off area, cafeteria, and playground. During the school day, all entrance areas to the school are locked, with the exception of the front entrance, which is near the administration office. Signs are posted to indicate all visitors must report to the administration office and may not be on school grounds unless they have a visitor's pass. After school, the staff is present at the main parking pick-up area and bus loading zone. Staff and administration supervise the areas until all students have left the campus for home. The Raptor system continues to be utilized, where visitors must always scan their ID before being given permission to remain on campus. In addition to the monthly fire drills, Mission holds monthly Lock Down Drills to include Safe and Secure, Lock Down, and Critical Alert Lock Downs. Safety and disaster supplies have been purchased and updated with the help of our PTA and community donations.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2019-20 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	4	
1	24		4	
2	22		4	
3	17	4		
4	32		2	1
5	30		3	
6				
Other	39	1		1

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

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26	1	4	
1	23		4	
2	24		4	
3	22		4	
4	26		3	
5	25		4	
6				

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	2	
1	29		4	
2	21	1	3	
3	23		4	
4	29		3	
5	27		3	
6				

## 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
Pupils to Academic Counselor	560

## 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
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.2

## 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
School Site	\$7,376.39	\$856.11	\$6520.28	\$82,471.33
District	N/A	N/A	\$7211.11	\$88,816
Percent Difference - School Site and District	N/A	N/A	-10.1	-7.4
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-1.1	-6.9

## 2021-22 Types of Services Funded

Mission Elementary uses its Title I funding to employ two para-professionals to extend student learning to support students in need of behavior/academic support on a one-on-one basis and in a small group setting in classrooms. A full-time math intervention teacher is funded through district LCAP funds as a push in math intervention to serve students who need extra math remediation/support. Additionally, district ELOP funds five Extended Learning Opportunity (ELOP) teachers (Math and Reading) who push into classrooms daily to support the acceleration of student learning during Student Support Time, as well as provide after-school enrichment through STEAM opportunities.

Special Education Services: A wide range of special education services are available to students based on their areas of need and qualifying eligibility areas. These services are provided based on IEP Team decisions and by staff with credentials, certificates, and/or degrees in specific areas.

## 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>	\$51,965	\$54,370
<b>Mid-Range Teacher Salary</b>	\$82,615	\$82,681
<b>Highest Teacher Salary</b>	\$109,075	\$106,610
<b>Average Principal Salary (Elementary)</b>	\$133,996	\$135,283
<b>Average Principal Salary (Middle)</b>	\$143,214	\$141,244
<b>Average Principal Salary (High)</b>	\$155,485	\$152,955
<b>Superintendent Salary</b>	\$260,000	\$264,367
<b>Percent of Budget for Teacher Salaries</b>	35%	33%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## Professional Development

Mission teachers regularly engage in professional development sessions at the school site and district level. The focus of professional development this year has been PBIS, Innovation, and NGSS. Training and sharing of information occur at Collaboration/Training approximately every month; these trainings are led by administration, staff, and district personnel. Additionally, eight minimum days throughout the school year are dedicated to professional development. These trainings have focused on supporting Tier 2-3 Behaviors, DigitalCitizenship, Lego WeDo, Osmos, Z-space, and benchmark and STAR data analysis. Lastly, our staff has utilized some of that time for our book study, *The Innovator's Mindset*.

The Redlands Unified School District administration evaluates permanent teachers every other year or every five years, depending on the evaluation process administered. Probationary teachers are evaluated for two consecutive years and, if made permanent, every other year subsequent to their probationary period. The evaluation process provides the opportunity for administrators to assist teachers in improving or enhancing their instructional skills and methods. During the evaluation process, teachers are formally observed twice, informally observed as needed, and receive a summary evaluation report every year they are evaluated. Orientation to the evaluation process is covered in meetings with each teacher to be evaluated prior to November 1 of each school year. The formal observations follow, and a written summary is presented to and reviewed with the teacher after each formal observation during the specified time period between September and March. In the formal observation summary meetings, the principal offers suggestions for improvement or recognizes appropriate teaching strategies being utilized. Following both observations, a formal meeting to discuss the final evaluation document is held prior to the March 1 deadline for probationary teachers and the May 15 deadline for permanent teachers. The teachers have the option of an Alternative Evaluation which begins with an orientation, goal setting, and a meeting to discuss the plan for the alternative evaluation. A minimum of two meetings are held with the administration to review the progress toward goals and to address needs the teachers may have. Informal observations occur throughout the year, and the teacher(s) submit a written report/student work to show the results and learning of their alternative evaluation. The system of certificated evaluation complies with the requirements of the Education Code. Areas required to be addressed by the evaluation system include, but are not limited to, the following: suitable learning environment; instructional techniques and strategies; achievement of curricular objectives; and pupil progress - CSTPs.

The Progress Adviser tool, where administrators can log observations in order to better support student and teacher needs in the classroom, is also being implemented this year. Teachers receive instant feedback on informal observation regularly.

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>	15	22	12