



Mission Valley Elementary

1695 Bella Oaks Drive • Tulare, CA 93274 • (559) 685-7396 • Grades K-6

Gary Yentes, Principal

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<http://missionvalley.tcsdk8.org/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Tulare City School District

600 North Cherry Street

Tulare, CA 93274

(559) 685-7200

www.tcsdk8.org

District Governing Board

Melissa Janes

Irene Henderson

Daniel Enriquez

Teresa Garcia

Willard Epps

District Administration

Brian Hollingshead

Superintendent

Philip Pierschbacher

**Assistant Superintendent,
Personnel**

Joyce Nunes

**Assistant Superintendent,
Business/Psychological Services**

Paula Adair

**Assistant Superintendent, Student
Services**

School Description

Mission Valley Elementary School---"Where the Success of Our Students is Our Mission"

Dear Mission Valley Parents and Guardians,

One of my goals as principal of Mission Valley is to build a community atmosphere and in order for this to happen, it takes all staff, students, parents, guardians and other family members working together and communicating. So, please call if you ever have suggestions, comments, positives and/or concerns. We also have two parent conferences, classroom newsletters and other communications that are sent home. Mission Valley is a Character Counts! school which means the six pillars of character (Respect, Citizenship, Caring, Responsibility, Fairness and Trustworthiness) are modeled, integrated into lessons and are followed each and every day.

Thank you for your continued support. Go Wildcats!!!!

Gary Yentes,

Principal

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	132
Grade 1	90
Grade 2	100
Grade 3	85
Grade 4	90
Grade 5	95
Grade 6	117
Total Enrollment	709

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.3
Asian	3.8
Filipino	1.1
Hispanic or Latino	61.2
Native Hawaiian or Pacific Islander	0.3
White	29.1
Two or More Races	2.3
Socioeconomically Disadvantaged	52.8
English Learners	11
Students with Disabilities	4.4
Foster Youth	1.4
Homeless	2.1

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 for Mission Valley	17-18	18-19	19-20
With Full Credential	32	34	34
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Tulare City School	17-18	18-19	19-20
With Full Credential	♦	♦	9
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Mission Valley Elementary

Indicator	17-18	18-19	19-20
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.

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

Textbooks and Instructional Materials

Year and month in which data were collected: 11/6/19

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Benchmark Education Company/Benchmark Advanced, (TK-6) Basic with California English Language Development (Program Type 2), 2017</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>By local governing board, TCSD Mathematics Units of Study 2015 (K-6)</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Macmillan/McGraw-Hill, Macmillan/McGraw-Hill California Science, 2008, (K-6)</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Studies Weekly, California Edition, American Legacy Publishing (K-6), 2019</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Mission Valley Elementary School first opened during the 2007-2008 school year and is a beautiful facility for students to come to school to and for our staff to work at. We have thirty-eight classrooms that are clean, orderly and provide a safe learning environment reflective of student work and district approved curriculum. Mission Valley has a cafeteria that provides students with a lunch program and is used as a multipurpose facility for large-scale programs, demonstrations and meetings. The school library provides students with supplemental reading materials and provides additional educational resources. Our library also houses ipads which students use for a variety of educational activities. Mission Valley School's grounds and landscaping are beautiful with a wide variety of plants and trees planted throughout the campus. We take pride in our well-maintained buildings and landscaping which are taken care of by Mission Valley's custodians and the school district's maintenance crew.

Mission Valley has a Safe School Plan that is in place and is updated yearly by the School Safety Committee, Mission Valley's Leadership team and the School Site Council and ELAC committees. Evacuation drills are scheduled on a regular basis to ensure that staff and students know what to do in case an emergency arises. A Cal-Osha representative attends monthly meetings and provides updates to staff on safety and health related issues. In addition to these programs, adequate supervision is provided before school, during morning and lunch recess and after school to ensure the safety of our students.

The Tulare City School District provides ongoing maintenance, and routine and major repairs for all permanent and portable buildings to guarantee all schools in the district are in good working order and condition. Additionally, school restroom facilities for students and staff are maintained so they are functional and meet local hygiene standards generally applicable to public facilities, including operational toilets and sinks in all restrooms. The district has established a facilities inspection system to ensure that all school buildings meet the standards listed above.

Mission Valley has a morning custodian who works from 6:30 A.M. to 3:30 P.M. and an evening custodian from 12:30 P.M. to 9:00 P.M. Custodians are regularly monitored and evaluated by Mission Valley's principal and a director of custodians to make sure that the school is safely maintained and cleaned. In addition to the assigned school custodians, the district has a general maintenance crew that takes care of more technical repairs (plumbing, heating, cooling, gas, electrical, painting and major repairs). At times, the district will hire independent contractors to work on other school and district maintenance needs.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 5/16/19

System Inspected	Repair Status	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	Exemplary	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	50	54	33	36	50	50
Math	39	42	22	22	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	19.6	32.0	17.5

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	401	391	97.51	54.22
Male	233	228	97.85	50.44
Female	168	163	97.02	59.51
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100.00	66.67
Filipino	--	--	--	--
Hispanic or Latino	242	236	97.52	50.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	118	115	97.46	60.87
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	210	204	97.14	44.61
English Learners	73	73	100.00	50.68
Students with Disabilities	28	21	75.00	4.76
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	14	14	100.00	0.00

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	401	391	97.51	41.94
Male	233	228	97.85	41.23
Female	168	163	97.02	42.94
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100.00	73.33
Filipino	--	--	--	--
Hispanic or Latino	242	236	97.52	34.32
Native Hawaiian or Pacific Islander	--	--	--	--
White	118	115	97.46	54.78
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	210	204	97.14	32.84
English Learners	73	73	100.00	31.51
Students with Disabilities	28	21	75.00	4.76
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	14	14	100.00	0.00

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.

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)

Mission Valley parents are encouraged to take an active role in their student's education by coming to PTO meetings, activities and events, attending School Site Council/English Learner Advisory Committee and/or lending a helping hand with various school activities during the school year. We also encourage our parents to volunteer in their student's classroom to help prepare materials, tutor a student or small groups of students, help check students' work and/or volunteering on any field trips. Those who want to volunteer must submit the correct paper work and be finger printed.

For more information on how to become involved, contact Mrs. Liliete Capote (RTI Teacher), Mrs. Verkaik (Administrative Intern) and/or Mr. Yentes (Principal) at (559) 685-7396 (currently for the 2019-2020 school year)

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.

School Safety Plan

Mission Valley's Comprehensive School Safety Plan and Crisis Management Plan cover all possible disaster scenarios, that we know of and ensure a high level of emergency preparedness. These plans are reviewed and updated annually by school personnel, parents and community members for effectiveness. The last comprehensive revision and subsequent update was in July 2019. The School Safety Plan was reviewed with staff in August 2019 at our first staff meeting and has been continually reviewed during our Staff Development Days as well as during our Staff Meetings. Students and staff also participate in monthly fire drills, periodic earthquake and other safety drills and an annual bus evacuation drill.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.5	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.3	2.2	2.2
Expulsions Rate	0.1	0.0	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.9
Resource Specialist (non-teaching)	2.0
Other	1.0

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	2	4		23		6		22	2	4	
1	23		4		24		4		23		4	
2	21	1	3		21	1	3		25		4	
3	24		4		22		4		21	1	3	
4	28		4		33			3	30		3	
5	33		2	2	27		4		32		3	
6	34		10	12	36		5	17	32		20	2
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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	1	1	1

Tulare City School District (TCSD) is committed to providing on going professional development to all staff members. The District has three effective educational practices (EIP's) that serve as the focus for all professional learning opportunities: Depth of Knowledge; Student Engagement; Checking for Understanding. Annually, staff are surveyed to determine needs and interests, data is reviewed and feedback is obtained in order to determine areas for ongoing professional development. Professional development is a part of every site plan and a major component of instructional support to departments. The District's professional development program provides opportunities for teachers to implement the district's adopted and supplemental curriculum for all students, implement State standards, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Professional development and ongoing support is delivered in numerous ways: District sponsored days, in class coaching, after school workshops, conference/workshop attendance, early release days, summer sessions, and sub release time.

In addition to optional professional development sessions, the following opportunities were provided:

Early Release Professional Development Day(s):

2013-14: 9
 2014-15: 22
 2015-16: 27
 2016-17: 28
 2017-18: 34
 2018-19: 34
 2019-20: 35

District Professional Development Day(s):

2013-14: 1
 2014-15: 2
 2015-16: 0
 2016-17: 1
 2017-18: 1
 2018-19: 1
 2019-20: 1

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,155	\$45,741
Mid-Range Teacher Salary	\$81,080	\$81,840
Highest Teacher Salary	\$96,734	\$102,065
Average Principal Salary (ES)	\$125,176	\$129,221
Average Principal Salary (MS)	\$126,414	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$179,318	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The following is a list of Federal and State funded programs that are provided to schools in Tulare City School District:

Title I (Helping Disadvantaged Students Meet Standards)
 Title II (Improving Teacher Quality)
 Title III (for Limited English Proficient Students)
 IDEA-Special Education
 Lottery Proposition 20: Instructional Materials
 Local Control Funding Formula (LCFF)
 Base Grant Funding
 Supplemental Grant Funding
 Concentration Grant Funding
 LCFF Funds support:
 Gifted and Talented Education (GATE)
 New Teacher Support Systems (NTSS)
 Class Size Reduction (CSR)
 Hourly Programs (extended day/year education)/Summer School
 Community-Based English Tutoring (CBET)
 School Safety and Violence Prevention
 Instructional Materials
 Educational Technology
 Professional Development
 Advancement Via Individual Determination (AVID)
 Community Day School
 Visual and Performing Arts (VAPA)
 Counselors
 Preschool
 Enrichment Activities
 Intervention (MTSS)
 Response to Intervention Teachers
 Tulare Support School
 School Libraries
 Athletic Program
 English Language Learners
 Foster Youth
 Alternative Education
 Health and Welfare
 Home to school transportation

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,594	\$2,047	\$8,547	\$86,842
District	N/A	N/A	\$8,818	\$81,695.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-3.1	5.2
School Site/ State	14.0	7.3

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.

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.