Mission Elementary School

2100 Mission Ave. • Oceanside, CA 92058 • (760) 966-8700 • Grades K-5
Glenda Robinson, Principal
Glenda.Robinson@oside.us
www.mission.oside.us

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

Oceanside Unified School District

2111 Mission Avenue
Oceanside CA, 92058
(760) 966-4000
www.oside.us

District Governing Board

Eleanor Juanita Evans, President

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Eric Joyce, Clerk

Raquel Alvarez, Member

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District Administration

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Superintendent

Shannon Soto, Ed. D.
Deputy Superintendent

Todd McAteer
Associate Superintendent Human Resources

Mercedes Lovie, Ed. D
Associate Superintendent Business Services

School Description

Mission Elementary is a student-centered school, our goal is to make learning accessible to all. We have an excellent school-wide reading program that supports all students, especially English learners and at risk students. Students learn reading in a variety of settings, which include targeted strategy groups. The school has a library of over 1,500 sets of developmentally appropriate leveled reading books. Students who attend Mission learn grade level standards through integrated use of technology and Project-Based learning. Teachers at Mission help students develop 21st Century Skills by fostering critical thinking, problem solving, digital literacy and creativity. In addition, students learn to work in collaboration and to communicate effectively with their peers and teachers using technology to expand their learning.

At Mission, staff, families, and community members collaborate to ensure a safe learning environment and maximize the academic potential of each student. We promote individual responsibility and respect for others through character education, The 8 Keys of Excellence, and our four school-wide rules. Clear established procedures are taught and reinforced on an ongoing basis. Students are recognized in a variety of ways for their good behavior and decision-making. Mission school promotes a safe and healthy way of life; fitness training and exercise are supported during PE and recess. Educational field trips and assemblies help strengthen real-world concepts, allowing students to make new connections to the curriculum.

The entire teaching staff is committed to student success. Mission teachers meet each week to plan lessons, create assessments, develop differentiated (customized) instruction for students, and coordinate engaging learning activities. The staff's professionalism, collaboration, and focus on student achievement makes Mission Elementary a place where all students achieve their full potential.

Mission Elementary was modernized in 2013.

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	98
Grade 1	83
Grade 2	89
Grade 3	78
Grade 4	74
Grade 5	88
Total Enrollment	510

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.3
American Indian or Alaska Native	0.2
Asian	0.4
Filipino	1.6
Hispanic or Latino	83.9
Native Hawaiian or Pacific Islander	0.4
White	5.9
Two or More Races	2
Socioeconomically Disadvantaged	94.5
English Learners	50.6
Students with Disabilities	8.2
Foster Youth	0.4
Homeless	0.6

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 Elementary	17-18	18-19	19-20
With Full Credential	32.80	0.0	25.25
Without Full Credential	0.0	0.0	0
Teaching Outside Subject Area of Competence	0.0	0.0	0

Teacher Credentials for Oceanside Unified	17-18	18-19	19-20
With Full Credential	♦	♦	854.72
Without Full Credential	♦	♦	0.00
Teaching Outside Subject Area of Competence	♦	♦	9.00

Teacher Misassignments and Vacant Teacher Positions at Mission Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0.0	0.0	0
Total Teacher Misassignments*	0.0	0.0	0
Vacant Teacher Positions	0.0	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: Sept. 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Scholastic Big Day (TK) • Teacher Resource Kit, Adopted 2014 Houghton Mifflin Reading California: Adopted 2003 • Big Books (Grade K) • Textbooks (Grades 1-5) Houghton Mifflin ELD, Adopted 2011 • Practice Books (K-5) K-5 ELD: Houghton Mifflin ELD: Practice Books, Adopted 2011
Mathematics	Transitional Kinder: Scholastic Big Day, Adopted 2014 Houghton Mifflin Harcourt GoMath!, Adopted 2016 • Student Edition
Science	Transitional Kinder: Scholastic Big Day, Year Adopted 2014 FOSS, Delta Education: Science Kits, Adopted 2008
History-Social Science	Transitional Kinder: Scholastic Big Day, Adopted 2014 Reflections/Harcourt, Adopted 2007 • Big Books (Grade K-1) • Textbooks (Grades 2-5)

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/7/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	RM 21: 4. WATER STAIN CEILING TILES RM 26: 4. WATER STAIN CEILING TILES WRK RM: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	RM 24: 7. LIGHT PANEL IS OUT 11. PAINT IS CHIPPING ON INTERIOR OF DOOR FRAME RM 7: 7. BALLAST IS BUZZING 9. FAUCET IS LEAKING
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	KITCHEN: 9. EXTERIOR DRINKING FOUNTAIN IS NOT WORKING/ LOW FLOW RM 7: 7. BALLAST IS BUZZING 9. FAUCET IS LEAKING

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	RM 22: 11. PAINT IS CHIPPING ON INTERIOR OF DOOR FRAME RM 24: 7. LIGHT PANEL IS OUT 11. PAINT IS CHIPPING ON INTERIOR OF DOOR FRAME RM 9: 10. ITEMS ARE STACKED ON CABINETS (EARTHQUAKE HAZARD)
Structural: Structural Damage, Roofs	Good	RM 27: 13. HOLE IN GUTTER/ LEAKING
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	24	32	45	46	50	50
Math	25	27	36	36	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	16.9	14.6	10.1

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	250	248	99.20	31.85
Male	121	120	99.17	22.50
Female	129	128	99.22	40.63
Black or African American	11	11	100.00	54.55
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	218	216	99.08	29.17
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	243	241	99.18	31.95
English Learners	169	169	100.00	26.04
Students with Disabilities	27	27	100.00	11.11
Students Receiving Migrant Education Services	--	--	--	--
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.

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	250	248	99.20	27.42
Male	121	120	99.17	27.50
Female	129	128	99.22	27.34
Black or African American	11	11	100.00	27.27
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	218	216	99.08	27.78
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	243	241	99.18	27.39
English Learners	169	169	100.00	26.04
Students with Disabilities	27	27	100.00	11.11
Students Receiving Migrant Education Services	--	--	--	--
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.

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)
At Mission Elementary we encourage our families to participate in the education of their children. Parent involvement is encouraged through a variety of hands-on learning opportunities which include, pre-school and kinder parent orientation, parenting classes, back-to-school night, classroom visitations, fall parent-teacher conferences, family math night, science night, spring open house, family community programs, technology lessons, and district/community classes.

We encourage parents to become school and/or classroom volunteers and/or participate in three main school level organizations, the School Site Council (SSC), the English Learner Advisory Committee (ELAC), and the Parent Teacher Organization (PTO). The SSC is composed of parents and staff who review student data, prioritize student services, and approve the School Plan. Mission's ELAC has given the SSC the responsibility of advising the principal and school staff on programs and services for English learners. The PTO organizes fundraisers to help pay for student educational field trips, special assemblies, instruments, and 5th grade camp. Parents also participate in the following district level parent advisory committees: District Parent Advisory Council (DPAC) and District English Learner Advisory Committee (DELAC).

At Mission there are many ways for parents and community members to help as classroom volunteers or in school wide programs. If you are interested in getting involved at Mission, please contact us at (760) 966-8700.

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 is a fully fenced and gated closed campus. Visitors must enter and sign in at the main office where they receive a visitor's pass to wear while on campus. Our Safe School Plan is revised each year and was last updated in May 2019. We have ongoing committee meetings to plan and address safety needs and to review and update our crisis-response plan. To ensure we are prepared in the event of an emergency, each month we hold a lockdown, fire, earthquake, or disaster drill. In addition, our crisis response team works in coordination with district personnel and the Oceanside Police Department. District maintenance staff and school custodial staff regularly inspect and repair equipment and school facilities.

At the beginning of each school year and throughout the year, students are taught school rules and procedures so they can learn and play safely at school. Keeping rules consistent across all grade levels sends a clear message to students and helps them make safe and healthy decisions. Good character traits are taught through The 8 Keys of Excellence (TK - 5th gr.) and Incredible Years lessons and activities (PK - 3rd gr.). Good character and positive behaviors are reinforced through student-of-the-month assemblies, attendance incentive programs, and a schoolwide behavior programs. Duty supervisors and parent volunteers are trained on active supervision and on the importance of reinforcing positive behaviors. There is also a team of staff members that plans and coordinates the implementation of the 8 Keys of Excellence and processes for anti-bullying, student self-regulation, positive communication, and restorative practices.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.2	1.3	1.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	2.8	2.5
Expulsions Rate	0.1	0.1	0.0

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	1.0
Speech/Language/Hearing Specialist	2.0
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	20	3	3		17	4	2		23		5	
1	22		3		23		4		23		3	
2	23		4		25		3		22		4	
3	23		4		21	1	3		26		3	
4	30		3		29		3		32		2	
5	31		2	1	26		3		33		1	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

Teachers take time throughout the year to improve their teaching skills and to extend their knowledge of the subjects they teach. Teacher professional development is offered both at district and site level and is designed to meet the individual needs of our teachers and grade level teams. The areas of focus for staff development are Reading, Writing, Mathematics, Science, and Project-Based Learning.

Implementation of grade level standards and instructional strategies is supported through Professional Learning Communities, classroom observations, learning walks, and grade level team meetings with the principal. Grade level teams review formal and informal student performance data on an ongoing basis to determine student progress toward meeting grade level standards and to determine additional instructional supports students need to reach grade level proficiency.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$44,351	$51,374
Mid-Range Teacher Salary	$75,082	$80,151
Highest Teacher Salary	$98,969	$100,143
Average Principal Salary (ES)	$123,269	$126,896
Average Principal Salary (MS)	$127,602	$133,668
Average Principal Salary (HS)	$130,709	$143,746
Superintendent Salary	$257,005	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	35%
Administrative Salaries	4%	5%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11879	3183.81	8695.18	$74,909
District	N/A	N/A	$9,137.87	$81,388.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-5.0	-8.3
School Site/ State	14.7	-9.1

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.