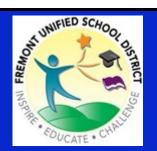# MISSION SAN JOSE ELEMENTARY SCHOOL

43545 Bryant St. • Fremont, CA 94539-5885 • 510.656.1200 • Grades K-6
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Fremont Unified School District
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District Administration

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Superintendent

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Associate Superintendent

Debbie Ashmore
Assistant Superintendent, Instruction

Raul M. Zamora, Ed.D.
Assistant Superintendent, Human Resources

School Description

Mission San Jose Elementary School's Vision is that all students will be valued, encouraged, and challenged in a collaborative learning environment. MSJE's MIssion Statement is through rigorous standards, character education, and a safe learning environment, students will be provided with multiple opportunities to develop the skills they need to become successful learners.

Mission San Jose Elementary (MSJE) School is special and unique. It is nestled in the heart of the historic Mission San Jose area of Fremont, California. Our school has a strong sense of community which is nurtured through events such as movie nights, family picnic days, participating in our drop off or pick up valet program and developing a school wide recycling program. Academically, the school's test scores are among the highest in the district, county and state with an average of 92% of our third through sixth graders meeting State Standards in Language Arts and math over the past five years. Mission San Jose Elementary School's dedicated staff and principal are continually working to increase their ability to support all students by attending in-service training, workshops, and college classes.

Extracurricular activities available for students include Mad Science, Young Authors, art, speech and debate, Chess Club, Math Olympiad, Math Counts, Hindi, beginning band, boys' and girls' basketball and soccer teams, Spelling Bee and tennis. Parents serve as partners in the education program as we work together on School Site Council (SSC) and Parent Teacher Club (PTC). Staff, students, and parents are continually making program adjustments to help students meet rigorous academic standards and feel academic success. If a student does struggle, we offer in school intervention program and after school homework club. To reach the whole child, we have a social skills club two days at lunchtime and two counselors who are here two days a week each. In 2018, we were proud to receive recognition as a California Distinguished School. Continuing this educational excellence and preparing our students to meet future challenges is MSJE's goal and purpose as we send our students onto junior high.

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	63
Grade 1	70
Grade 2	75
Grade 3	88
Grade 4	88
Grade 5	61
Grade 6	90
Total Enrollment	535

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
Asian	88
Filipino	1.1
Hispanic or Latino	3.4
Native Hawaiian or Pacific Islander	0.4
White	3.9
Two or More Races	1.1
Socioeconomically Disadvantaged	4.1
English Learners	8.6
Students with Disabilities	8.4

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

Teacher Credentials

For the School	17-18	18-19	19-20
With Full Credential	25	26	25
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

For the District	17-18	18-19	19-20
With Full Credential	♦	♦	1628
Without Full Credential	♦	♦	49
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions

For the School	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

Notes:

1) "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

2) 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)

The main fact about textbooks that the Williams legislation calls for describes whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

All of our textbooks are the most recently approved by the State Board of Education or our Local Governing Agency.

Textbooks and Instructional Materials
Year and month in which data were collected: 11/13/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark/Adelante, Benchmark Education Adopted 2018 Spanish Dual Immersion Core Curriculum: (Blacow, Grimmer & Vallejo Mill only) Me llamo Maria Isabel, Atheneum Books for Young Readers Esperanza Renace, Scholastic Cajas de Carton, Houghton Mifflin Adopted 2014 Big Day for PreK, Scholastic Adopted 2012 Mandarin Language Arts Immersion: Mei Zhou (Azevada only) Adopted 2011 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	CA Math Expressions Common Core, Houghton Mifflin Harcourt Adopted 2014 SpringBoard Course 1, College Board Adopted 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	STEMscopes for 6th grade Adopted 2017 Mystery Science Adopted 2016 California Science, Houghton Mifflin Adopted 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	History -Social Science for CA, Scott Foresman Adopted 2006 World History: Ancient Civilizations, Holt Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Health	Rights, Respect, Responsibility (3 R's) Adopted 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

We have multiple portables that are in good condition to go along with our three original buildings. We have a day custodian along with two night custodians who keep our facilities clean and free of trash. All classrooms and restrooms are cleaned every day. District maintenance staff helps with minor repairs, removes graffiti, and maintains landscaping on a regular schedule.

During the summer of 2010, the drop off area on Bryant Street was revamped with a wider sidewalk area, new walkways with railings that are American Disabilities Act compliant and new chain link fencing were installed. Projects finished during the 2010–2011 school year included installing a marquee, and replacing the awning over the picnic area. During the 2011-2012 school year, four trees and turf grass were installed to upgrade the Bryant Street sidewalk area. Another section of artificial turf was installed to extend the existing turf project along Bryant Street in front of the school during the 2012 - 2013 school year, and during the 2013-2014 school year, one classroom floor was updated with a new vinyl surface and again in 2015-2016 and 2019-2020. Since the 2011-2012 school year, sections of the the MPR has been covered over with student tile work every year and completed during the 2017-2018 school year. During 2016-2017, a new primary playground structure was installed as well as seeding and upgrading the watering system in the primary grass field. Before the start of the 2018-2019 school year, all tables in the lunch room were replaced due to safety concerns.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/17/2019

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	94	93	77	78	50	50
Math	93	93	73	74	38	39

Notes:
1) 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.

2) 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

Notes:
1) Cells with N/A values do not require data.

2) The 2017–18 data is not available. The CDE developed a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST was administered operationally for the first time during the 2018–19 school year. However, official results were not released in time for inclusion in the 2018-19 SARC. The CAA for Science was pilot-tested for two years (in 2016–17 and 2017–18), and was field-tested in 2018–19.

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	20.0	25.0	48.3

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	320	317	99.06	93.38
Male	162	162	100.00	91.98
Female	158	155	98.10	94.84
Black or African American	--	--	--	--
Asian	281	279	99.29	94.98
Filipino	--	--	--	--
Hispanic or Latino	12	12	100.00	91.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	14	100.00	85.71
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	14	100.00	85.71
English Learners	66	64	96.97	85.94
Students with Disabilities	26	26	100.00	76.92

Notes:
1) 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.

2) 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.

3) 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	320	317	99.06	93.38
Male	162	162	100.00	92.59
Female	158	155	98.10	94.19
Black or African American	--	--	--	--
Asian	281	279	99.29	96.42
Filipino	--	--	--	--
Hispanic or Latino	12	12	100.00	66.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	14	100.00	85.71
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	14	100.00	71.43
English Learners	66	64	96.97	87.50
Students with Disabilities	26	26	100.00	84.62

Notes:
1) 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.

2) 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.

3) 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)
We have many opportunities for parent involvement at MSJE. Parents are active members of our Parent Teacher Club (PTC), School Site Council(SSC), and the English Language Advisory Committee (ELAC). Parent volunteers run our Fine Arts Mini Experience (FAME) program as well as volunteer countless hours in the classroom. Parents are in the cafeteria at lunch time to supervise students. A different set of parents monitor our composting and recycling program at lunchtime to make sure lunch items are placed into the correct bin as our students compost, recycle and donate food items to a near by homeless shelter. Parents organize the Halloween Carnival, Winterfest singing program, Holiday Kids Store, and give up their time to assist with our pick up and drop off valet system. The valet system is coordinated by parent volunteers Mr. Javinder Manjot and Mrs. Alice Wu. MSJE's success is in large part due to our parent support and involvement. Our PTC is headed by Alice Wu, who is always encouraging parents to get involved and help out any way they can to continue MSJE's on going positive place to work, learn and participate with students and staff. Due to our academic excellence and parent involvement, MSJE is one of the top ranked schools in the state.

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

The principal along with the teaching staff, monitor the school grounds for 15 minutes before and after school as well as at all recesses. Parents serve as noon supervisors to monitor the children and ensure their safety during lunch and lunch recess. Teachers regularly review the rules with their students for safe and responsible behavior in and outside the classroom. During the first week of school, the principal holds discipline assemblies for each grade level to review all school rules and establish expectations. Visitors coming to MSJE must sign in at the office and wear a visitor's sticker throughout their stay. Adults seen on campus without a visitor pass are directed to return to the office, sign in and receive a visitor's badge. As part of our ongoing safety patrol/ valet system, students open the door, help in lifting backpacks and then shut the door with the correct greeting 'good morning' or 'good afternoon'. This action is completed within ten seconds and monitored by our parent volunteers.

The Safety Plan was last reviewed and updated in March, 2019 with staff input. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We keep a copy of the plan in the office. The plan was shared with staff on August 26, 2019 as part of our staff development day. The school practices fire drills every month, earthquake drills four times a year, shelter in place and lock down drills. The major areas of focus in the MSJE safety plan are to identify those staff members who are part of the chain of command and the areas of responsibility for each position. The plan also highlights our goals to insure a safe,clean, working, and learning environment for the entire MSJE community.

During the 2009–2010 school year we inventoried our disaster supply stored shed, replaced expired food, added thirteen 55-gallon water barrels, a mylar blanket for every person on campus, new tools and medical equipment, and many other needed supplies were added. During the 2016-2017 school year, individual drinking water containers were added to our drinking supply. As a community project, in 2018, all shelves were reinforced to prevent movement during an earthquake. In May, 2019, we had a school wide disaster drill involving staff reporting to their emergency response team location and having each member perform tasks associated with their position. Feedback was gathered to improve job descriptions of each position.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.1	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	1.9	1.7	1.7
Expulsions Rate	0.0	0.0	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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.0
Other	

Note: 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	17	4	2		18	1	3		17	2	2	
1	18	3	3		24		3		23		3	
2	24		3		21	1	3		24		3	
3	28		2		26		3		28		3	
4	27		3		30		2		28		3	
5	30		3		29		3		30		2	
6	30		4		30		3		30		3	
Other					8	1			8	1		

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

2) "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Below is the amount of time we set aside for the past three years for their continuing education and professional development:

2016-2017: 3 days
2017-2018: 3 days
2018-2019: 3 days

Three days are set aside each year, but due to budget cuts and related negotiations these days are sometimes reduced.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$65,398	$48,612
Mid-Range Teacher Salary	$87,958	$74,676
Highest Teacher Salary	$114,623	$99,791
Average Principal Salary (ES)	$142,026	$125,830
Average Principal Salary (MS)	$159,339	$131,167
Average Principal Salary (HS)	$160,959	$144,822
Superintendent Salary	$295,000	$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	45%	34%
Administrative Salaries	5%	5%

Note: 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	7676	997	6679	94395
District	N/A	N/A	7677	$89,130.00
State	N/A	N/A	$7,506.64	$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-13.9	5.4
School Site/ State	-3.1	15.5

Notes:
1) Cells with N/A values do not require data.

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

Types of Services Funded

Categorical Funding for Supplemental Services:

- Federal Title I funds support eligible schools. Title I funds support academically at risk students and their families. Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards.
- Federal Title III funds are used to provide district level services to support English Learners at the secondary level.

Examples of supplemental services include: before- and after-school intervention programs, intervention teachers that support students during the school day, intervention class during the school day, supplemental instructional materials, professional development for staff, and parent involvement activities.

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.