

Mission Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

| | |
|---|---|
| Admission Requirements for the University of California (UC) | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ . |
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ . |

2024-25 School Contact Information

| | |
|--|---|
| School Name | Mission Elementary School |
| Street | 10568 California St. |
| City, State, Zip | Redlands, CA 92373 |
| Phone Number | 909-307-2480 |
| Principal | Minerva Castorena |
| Email Address | minerva_castorena@redlands.k12.ca.us |
| School Website | https://www.redlandsusd.net/mission |
| Grade Span | K-5 |
| County-District-School (CDS) Code | 36-67843-0123851 |

2024-25 District Contact Information

| | |
|-------------------------|----------------------------------|
| District Name | Redlands Unified School District |
| Phone Number | (909) 307-5300 |
| Superintendent | Juan Cabral |
| Email Address | juan_cabral@redlands.k12.ca.us |
| District Website | www.redlands.k12.ca.us |

2024-25 School Description and Mission Statement

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

2024-25 School Description and Mission Statement

L - Learning Environments are Safe and Secure

School Mission Statement

The Mission Elementary Community will provide a curriculum aligned to Common Core State Standards through challenging and meaningful learning opportunities for our diverse student population. Hence, 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 about 600 students on a traditional school schedule and went school-wide Title 1 in the 2024-2025 school year. This process may be described in the 2024-2025 SPSA.

Mission Elementary School was "revitalized" in 2011 after nearly two decades of being closed as an elementary school. The school 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 26 classrooms, a library, and a large multipurpose room. The larger two structures were built in 1937 as a "WPA" project and were 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 sits parallel to the outdoor jogging track. Eventually, the two facilities were merged to become Mission Elementary School. The fourth installation of 6 classrooms was completed in the 2021-2022 school year.

Mission Elementary is proud to be a No Excuses University school, founded on the belief that every student deserves the opportunity to receive an education that prepares them for college. We are committed to instilling this college-ready mindset from the earliest stages of education, beginning in Transitional Kindergarten. This philosophy drives our focus on creating an environment where every student can achieve academic success without limits. By employing equitable teaching practices, we ensure that all students are equipped to pursue higher education, should they choose to do so. While we acknowledge the challenges our students may face, we remain steadfast in our mission to guide them toward success without excuses.

Our motto, Building Better Futures... No Excuses, reflects the values we live by each day at Mission Elementary. We foster a vibrant, engaging community of educators and learners where high expectations are set for all. Every student, without exception, is expected to attain proficiency in reading, language arts, and math.

We cultivate a culture of universal achievement by prioritizing collaboration within our school community. Together, we focus on aligning standards, assessing student progress, and analyzing data to inform instruction. This systematic approach enables us to deliver targeted interventions that address the needs of every learner—whether through remediation or opportunities for acceleration. At Mission Elementary, we are united in our commitment to preparing every student for a successful future.

Approximately 70% of the students qualify for and receive Free and Reduced Lunch.

Highly qualified teachers provide instruction.

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 131 |
| Grade 1 | 79 |
| Grade 2 | 86 |
| Grade 3 | 89 |
| Grade 4 | 94 |
| Grade 5 | 94 |
| Total Enrollment | 573 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 48.7 |
| Male | 51.3 |
| American Indian or Alaska Native | 0.2 |
| Asian | 8.9 |
| Black or African American | 9.4 |
| Filipino | 3.7 |
| Hispanic or Latino | 58.6 |
| Two or More Races | 5.2 |
| White | 12.9 |
| English Learners | 11.5 |
| Foster Youth | 1 |
| Homeless | 2.1 |
| Socioeconomically Disadvantaged | 69.8 |
| Students with Disabilities | 13.8 |

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

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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 24.60 | 99.47 | 852.60 | 87.88 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 6.30 | 0.66 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 22.20 | 2.29 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 31.80 | 3.28 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 0.10 | 0.48 | 57.10 | 5.89 | 15831.90 | 5.67 |
| Total Teaching Positions | 24.70 | 100.00 | 970.20 | 100.00 | 279044.80 | 100.00 |

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.

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 24.60 | 99.47 | 850.20 | 87.12 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 7.50 | 0.77 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 34.30 | 3.52 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 30.00 | 3.08 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.10 | 0.48 | 53.70 | 5.50 | 14303.80 | 5.15 |
| Total Teaching Positions | 24.70 | 100.00 | 975.90 | 100.00 | 277698 | 100 |

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 | 2022-23 |
|---|---------|---------|---------|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 0.00 | 0.00 | 0 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 0.00 | 0.00 | 0 |

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

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 | 0 |
| Local Assignment Options | 0.00 | 0.00 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0.00 | 0 |

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | 0 | 0 |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 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.

Year and month in which the data were collected December 2024

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|---|---|-----------------------------|--|
| Reading/Language Arts | Journeys Common Core Houghton Mifflin Harcourt (2013)***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% |
| Mathematics | Math In Focus Houghton Mifflin Harcourt (2014) | Yes | 0% |
| Science | Inspire Science by McGraw-Hill (2021) | Yes | 0% |
| History-Social Science | Social Studies Alive! TCI (2019) | Yes | 0% |
| Foreign Language | NA | | NA |
| Health | NA | | NA |
| Visual and Performing Arts | N/A | | 0% |
| Science Laboratory Equipment (grades 9-12) | N/A | N/A | NA |

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

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. 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 2024

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Ground squirrel evidence on athletic field |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X | | | |

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 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 40 | 40 | 50 | 50 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 35 | 31 | 37 | 37 | 34 | 35 |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 281 | 278 | 98.93 | 1.07 | 39.57 |
| Female | 142 | 140 | 98.59 | 1.41 | 45.71 |
| Male | 138 | 137 | 99.28 | 0.72 | 33.58 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 24 | 24 | 100.00 | 0.00 | 54.17 |
| Black or African American | 24 | 23 | 95.83 | 4.17 | 34.78 |
| Filipino | 15 | 15 | 100.00 | 0.00 | 60.00 |
| Hispanic or Latino | 158 | 156 | 98.73 | 1.27 | 36.54 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 19 | 19 | 100.00 | 0.00 | 15.79 |
| White | 41 | 41 | 100.00 | 0.00 | 48.78 |
| English Learners | 25 | 23 | 92.00 | 8.00 | 17.39 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 207 | 206 | 99.52 | 0.48 | 34.95 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 46 | 45 | 97.83 | 2.17 | 20.00 |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 281 | 279 | 99.29 | 0.71 | 30.82 |
| Female | 142 | 141 | 99.30 | 0.70 | 29.79 |
| Male | 138 | 137 | 99.28 | 0.72 | 32.12 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 24 | 24 | 100.00 | 0.00 | 58.33 |
| Black or African American | 24 | 23 | 95.83 | 4.17 | 4.35 |
| Filipino | 15 | 15 | 100.00 | 0.00 | 66.67 |
| Hispanic or Latino | 158 | 157 | 99.37 | 0.63 | 26.11 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 19 | 19 | 100.00 | 0.00 | 5.26 |
| White | 41 | 41 | 100.00 | 0.00 | 46.34 |
| English Learners | 25 | 24 | 96.00 | 4.00 | 16.67 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 207 | 206 | 99.52 | 0.48 | 24.27 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 46 | 45 | 97.83 | 2.17 | 15.56 |

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 28.89 | 36.08 | 31.39 | 32.96 | 30.29 | 30.73 |

2023-24 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 |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 97 | 97 | 100.00 | 0.00 | 36.08 |
| Female | 54 | 54 | 100.00 | 0.00 | 40.74 |
| Male | 43 | 43 | 100.00 | 0.00 | 30.23 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 12 | 12 | 100.00 | 0.00 | 66.67 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 58 | 58 | 100.00 | 0.00 | 24.14 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 71 | 71 | 100.00 | 0.00 | 29.58 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 13 | 13 | 100.00 | 0.00 | 15.38 |

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.

2023-24 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. The administration of the PFT requires only participation results 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 | 98% | 96% | 98% | 97% | 98% |

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.

2024-25 Opportunities for Parental Involvement

Mission Elementary thrives through the active involvement and unwavering support of our parent community. Parent volunteers play a vital role in supporting students, families, and staff by participating in the PTA, School Site Council, ELAC, Safety Committee, volunteering for classroom assistance, field trip chaperoning, and organizing memorable events such as Latino Family Literacy Night, the Talent Show, and our annual Fall Festival.

Parents are encouraged to engage in key school activities, including the school-wide open house, parent-teacher conferences, monthly college rallies, awards ceremonies, ELAC meetings, SSC meetings, and Mission Parent University sessions. Additionally, our school counselor hosts parent education classes to further support family engagement.

Communication between parents and staff is a cornerstone of our community. Teachers maintain regular contact with parents through emails, phone calls, and digital platforms such as Google Classroom and ParentSquare. Families are kept informed about school and community events through multiple channels, including our school website, social media platforms (X and Instagram), and an automated communication system that delivers updates via phone calls, emails, and texts.

At Mission Elementary, we value and celebrate the partnership between parents and our school, recognizing their essential role in fostering a supportive and thriving educational environment.

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 634 | 614 | 141 | 23.0 |
| Female | 308 | 303 | 64 | 21.1 |
| Male | 325 | 310 | 77 | 24.8 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 54 | 54 | 13 | 24.1 |
| Black or African American | 67 | 65 | 20 | 30.8 |
| Filipino | 25 | 24 | 5 | 20.8 |
| Hispanic or Latino | 366 | 353 | 83 | 23.5 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 32 | 31 | 8 | 25.8 |
| White | 83 | 80 | 10 | 12.5 |
| English Learners | 76 | 74 | 17 | 23.0 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 14 | 14 | 5 | 35.7 |
| Socioeconomically Disadvantaged | 458 | 445 | 120 | 27.0 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 109 | 106 | 18 | 17.0 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0.47 | 2.46 | 1.42 | 3.67 | 4.39 | 3.21 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | 0 | 0.03 | 0.07 | 0 | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 1.42 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 2.77 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 2.99 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 1.64 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 1.20 | 0.00 |
| English Learners | 1.32 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 1.75 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 3.67 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Mission Elementary School Safety Plan is collaboratively developed each year by the School Safety Committee and staff to address the unique safety needs of our school community. Utilizing data from the California Safe School Assessment and suspension/expulsion reports, the plan evaluates the current status of school safety and student discipline process.

2024-25 School Safety Plan

Key components of the Safe School Plan include detailed descriptions of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting protocols, dangerous pupil notifications, and disaster response procedures.

School Safety Measures

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 are locked, and signage directs all visitors to report to the administration office. Visitors are required to obtain a visitor's pass before accessing the campus.

After School: Staff and administration are stationed at the main parking pick-up area and bus loading zone, supervising until all students have left the campus.

The Raptor Visitor Management System further enhances campus security by requiring all visitors to scan their ID for clearance. This year, the Raptor system has been extended to teacher laptops, allowing faculty to support drills, lockdowns, and quickly report safety concerns.

Emergency Preparedness

Mission Elementary conducts regular safety drills to prepare for various emergencies:

Monthly Fire Drills: Ensuring readiness for fire-related incidents.

Biannual Earthquake Drills: Promoting student and staff preparedness for seismic events.

Lockdown Drills: Including Safe and Secure, Lockdown, and Critical Alert Lockdown scenarios.

These comprehensive measures reflect our unwavering commitment to providing a secure and safe learning environment for all students and staff.

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.

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 | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 14 | 6 | 2 | |
| 1 | 21 | 1 | 3 | |
| 2 | 26 | | 4 | |
| 3 | 24 | | 4 | |
| 4 | 35 | | | 3 |
| 5 | 29 | | 3 | |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 25 | | 4 | |
| 1 | 26 | | 3 | |
| 2 | 22 | | 4 | |
| 3 | 22 | | 4 | |
| 4 | 31 | | 3 | |
| 5 | 31 | | 3 | |
| Other | 9 | 1 | | |

2023-24 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 | 286.5 |

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|--|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 1 |

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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 | \$10,425.42 | \$2,259.74 | \$8,165.69 | \$90,122.23 |
| District | N/A | N/A | \$9,931.68 | \$102,103 |
| Percent Difference - School Site and District | N/A | N/A | -3.6 | -12.5 |
| State | N/A | N/A | \$10,771 | \$97,756 |
| Percent Difference - School Site and State | N/A | N/A | -27.5 | -8.1 |

Fiscal Year 2023-24 Types of Services Funded

Extended Learning Opportunities Program (ELOP)

Mission Elementary participates in the Redlands Extended Learning Opportunities Program (ELOP), which funds six dedicated ELOP teachers specializing in Math and Reading. These educators provide daily in-class support during Student Support Time to accelerate student learning. Additionally, they offer after-school enrichment opportunities, focusing on STEAM (Science,

Fiscal Year 2023-24 Types of Services Funded

Technology, Engineering, Arts, and Mathematics) activities to further enhance students' educational experiences.

Special Education Services

Mission Elementary provides a comprehensive range of special education services tailored to students' individual needs and eligibility criteria. These services are determined by IEP (Individualized Education Program) teams and delivered by professionals holding appropriate credentials, certifications, and degrees.

To further support students, Mission allocates LCAP (Local Control and Accountability Plan) funding to extend the work hours of two SAI (Specialized Academic Instruction) paraprofessionals by one hour each. This ensures additional behavioral and academic support is available before and after school for students who need it.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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 |
|--|-----------------|--|
| Beginning Teacher Salary | \$60,873 | \$59,551 |
| Mid-Range Teacher Salary | \$96,778 | \$93,855 |
| Highest Teacher Salary | \$127,774 | \$120,219 |
| Average Principal Salary (Elementary) | \$157,955 | \$151,525 |
| Average Principal Salary (Middle) | \$168,821 | \$158,215 |
| Average Principal Salary (High) | \$183,286 | \$171,087 |
| Superintendent Salary | \$330,064 | \$300,043 |
| Percent of Budget for Teacher Salaries | 32% | 31% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

Professional Development

Mission teachers regularly engage in professional development sessions at the school site and district level. This year's focus on professional development has been Building Thinking Classrooms, Math, data analyses, interventions such as small groups, and NGSS. Training and information sharing occur at Collaboration/Training approximately every month; these trainings are led by administration, staff, and district personnel. Additionally, at least nine minimum days throughout the school year are dedicated to professional development. These professional development opportunities have focused on supporting equity, Tier 2-3 Behaviors, DigitalCitizenship, district benchmarks, STAR data analysis, and Title IX and Compliance Training.

The Redlands Unified School District administration evaluates permanent teachers every other year or every five years, depending on the evaluation process. Probationary teachers are evaluated for two consecutive years and, if made permanent, every other year subsequent to their probationary period. The evaluation process allows 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 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

Professional Development

with the administration to review the progress toward goals and address the teachers' needs. 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 support student and teacher better needs in the classroom, is also being implemented this year. Teachers receive instant feedback on informal observation regularly.

The school has a 2-day (full school days) Professional Development course/meeting for teachers and staff to attend. This course is scheduled on two different school days during the fall, and the various grade-level teachers and staff attend during different two days.

The school has 90-minute (partial-day) Professional Development courses/meetings for teachers and staff to attend. This course is scheduled during multiple 90-minute intervals during twenty-seven separate school days, and the various grade-level teachers and staff attend

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 12 | 6.5 | 29 |