



Mission Valley Elementary School

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

Gary Yentes , Principal

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

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Tulare City School District

600 North Cherry Street
Tulare, CA 93274
(559) 685-7200
www.tcsdk8.org

District Governing Board

Teresa Garcia
Irene Henderson
Melissa Janes
Daniel Enriquez
Phil Plascencia

District Administration

Dr. Clare Gist
Superintendent
Philip Pierschbacher
**Assistant Superintendent,
Personnel**
Joyce Nunes
**Assistant Superintendent,
Business/Psychological Services**
Paula Adair
**Assistant Superintendent, Student
Services**
Brian Hollingshead
**Assistant Superintendent,
Curriculum/Technology**

School Description

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

Dear Mission Valley Parents and Guardians,

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

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

Gary Yentes,

Principal

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	131
Grade 1	90
Grade 2	85
Grade 3	94
Grade 4	110
Grade 5	130
Grade 6	126
Total Enrollment	766

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.3
Asian	3
Filipino	1.3
Hispanic or Latino	58.6
Native Hawaiian or Pacific Islander	0.4
White	31.9
Two or More Races	2.9
Socioeconomically Disadvantaged	51.8
English Learners	9.7
Students with Disabilities	5
Foster Youth	0

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			
Mission Valley Elementary School	15-16	16-17	17-18
With Full Credential	38	33	32
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0
Tulare City School District	15-16	16-17	17-18
With Full Credential	♦	♦	445
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Mission Valley Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: 9/26/17	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education Company/Benchmark Advanced, (TK-6) Basic with California English Language Development (Program Type 2) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	By local governing board, TCSD Mathematics Units of Study 2015 (K-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Macmillan/McGraw-Hill, Macmillan/McGraw-Hill California Science, 2008, (K-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Pearson Scott Foresman, Scott Foresman History-Social Studies for California, 2006 (K-5), McDougal Littell, McDougal Littell California Middle School Social Studies Series (6-8), 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

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

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 5-2-17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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			
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	50	48	32	32	48	48
Math	39	43	24	22	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	54	39	47	48	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.9	26.5	37.9

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	130	128	98.5	39.1
Male	68	66	97.1	43.9
Female	62	62	100.0	33.9
Hispanic or Latino	73	71	97.3	38.0
White	42	42	100.0	40.5
Socioeconomically Disadvantaged	64	63	98.4	22.2

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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	460	459	99.78	48.37
Male	236	236	100	45.34
Female	224	223	99.55	51.57
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	269	268	99.63	45.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	150	150	100	50.67
Two or More Races	14	14	100	64.29
Socioeconomically Disadvantaged	238	238	100	38.66
English Learners	68	68	100	38.24
Students with Disabilities	29	29	100	13.79
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2016-17 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	460	459	99.78	42.7
Male	236	236	100	47.03
Female	224	223	99.55	38.12
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	269	268	99.63	38.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	150	150	100	47.33
Two or More Races	14	14	100	50
Socioeconomically Disadvantaged	238	238	100	34.45
English Learners	68	68	100	36.76
Students with Disabilities	29	29	100	10.34
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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

For more information on how to become involved, contact Mrs. Liliete Capote (RTI Teacher), Mr. Beason (Administrative Intern) and/or Mr. Yentes (Principal) at (559) 685-7396 (currently for the 2016-2017 school year)

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Mission Valley's Comprehensive School Safety Plan and Crisis Management Plan cover all possible disaster scenarios, that we know of, and ensure a high level of emergency preparedness. These plans are reviewed and updated annually by school personnel, parents and community members for effectiveness. The last comprehensive revision and subsequent update was in July 2017. The School Safety Plan was reviewed with staff in August 2017 at our first staff meeting and has been continually reviewed during our Staff Development Days as well as during our Staff Meetings. Students and staff also participate in monthly fire drills, periodic earthquake and other safety drills and an annual bus evacuation drill.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.11	0.11	0.49
Expulsions Rate	0	0	0
District	2014-15	2015-16	2016-17
Suspensions Rate	2.64	2.5	2.35
Expulsions Rate	0.01	0.04	0.06
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	14	
Percent of Schools Currently in Program Improvement	93.3	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.8750
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.9000
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	20	23	22	2			4	4	6			
1	20	23	22	4			1	4	4			
2	20	20.2	20	2	4	3	3	1	2			
3	23	21.6	21			1	6	5	4			
4	32	27.4	26				3	5	5	1		
5	31	32.25	31				3	3	4	1	1	
6	32	32.25	32				2	2	2	2	2	2

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

Professional Development provided for Teachers

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

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

Early Release Professional Development Day(s):

2013-14: 9
 2014-15: 22
 2015-16: 27
 2016-17: 28
 2017-18 34

District Professional Development Day(s):

2013-14: 1
 2014-15: 2
 2015-16: 0
 2016-17: 1
 2017-18 1

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,653	\$48,678
Mid-Range Teacher Salary	\$77,189	\$78,254
Highest Teacher Salary	\$91,112	\$96,372
Average Principal Salary (ES)	\$114,694	\$122,364
Average Principal Salary (MS)	\$114,105	\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$163,668	\$212,818
Percent of District Budget		
Teacher Salaries	39%	38%
Administrative Salaries	5%	5%

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

Types of Services Funded

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

Title I (Helping Disadvantaged Students Meet Standards)
 Title II (Improving Teacher Quality)
 Title III (for Limited English Proficient Students)
 IDEA-Special Education
 Lottery Proposition 20: Instructional Materials
 Local Control Funding Formula (LCFF)
 Base Grant Funding
 Supplemental Grant Funding
 Concentration Grant Funding
 LCFF Funds support:
 Gifted and Talented Education (GATE)
 New Teacher Support Systems (NTSS)
 Class Size Reduction (CSR)
 Hourly Programs (extended day/year education)/Summer School
 Community-Based English Tutoring (CBET)

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,745	\$1,730	\$8,016	\$86,336
District	♦	♦	\$7,651	\$76,891
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			4.8	12.3
Percent Difference: School Site/ State			21.9	10.2

* Cells with ♦ do not require data.

School Safety and Violence Prevention
Instructional Materials
Educational Technology
Professional Development
Advancement Via Individual Determination (AVID)
Community Day School
Visual and Performing Arts (VAPA)
Counselors
Preschool
Enrichment Activities
Intervention
Special Education and Support Staff
Response to Intervention Teachers
Tulare Support School
School Libraries
Athletic Program
English Language Learners
Foster Youth
Socioeconomically disadvantaged
Alternative Education
Health and Welfare
Home to school transportation

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.