

# Mission Community Day School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	Mission Community Day School
<b>Street</b>	1128 S. Dairy Ave.
<b>City, State, Zip</b>	Corcoran, CA 93212
<b>Phone Number</b>	(559) 992-8885
<b>Principal</b>	Brian Brazier
<b>Email Address</b>	brianbrazier@corcoranunified.com
<b>School Website</b>	<a href="https://kingslake.corcoranunified.com/">https://kingslake.corcoranunified.com/</a>
<b>County-District-School (CDS) Code</b>	16638910122820

## 2023-24 District Contact Information

<b>District Name</b>	Corcoran Joint Unified School District
<b>Phone Number</b>	(559) 992-8888
<b>Superintendent</b>	Guadalupe Solis
<b>Email Address</b>	drsolis@corcoranunified.com
<b>District Website</b>	<a href="http://www.corcoranunified.com">http://www.corcoranunified.com</a>

## 2023-24 School Description and Mission Statement

Mission Community Day School is located on the Kings Lake Education Center campus. It has two separate teachers, one teaching grades 6 - 8 and the other grades 9 -12. The middle school students use direct instruction, Edgenuity, and Accelerated Reader programs to reach all students at the varied levels present within the 6 – 8 grade spectrum. The 9 -12 grade Mission students use Edgenuity and direct instruction, which is a state-approved curriculum aligned to the state standards. The Assistant Principal of Alternative Education, Mr. Brian Brazier, supervises the schools and courses listed above.

The mission of Mission Community Day School (MCDS) is to provide a personalized education for students in grades 6-8 & 9-12 residing in Corcoran. MCDS students will be prepared as educated, responsible, and contributing students who can read, write, communicate, and calculate with clarity and accuracy using current technologies and resources. MCDS will empower students to cultivate respect for themselves and others by offering opportunities for life-long personal and social development while establishing and achieving educational and personal goals. Mission Community Day School will provide a safe, caring school environment where students with academic and social challenges can best develop the skills and character necessary to rejoin their communities and previous schools with success.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	2
Grade 8	3
Grade 9	2
Grade 10	1
Grade 11	1
Total Enrollment	9

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	44.4%
Male	55.6%
Hispanic or Latino	100%
Homeless	11.1%
Socioeconomically Disadvantaged	88.9%
Students with Disabilities	11.1%

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.00	0.00	125.10	80.72	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.70	4.33	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	3.00	1.94	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	50.00	2.50	1.66	12115.80	4.41
<b>Unknown</b>	1.00	50.00	17.50	11.34	18854.30	6.86
<b>Total Teaching Positions</b>	2.00	100.00	154.90	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.00	0.00	131.50	83.08	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	10.20	6.46	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.60	1.66	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.00	100.00	4.10	2.60	11953.10	4.28
<b>Unknown</b>	0.00	0.00	9.70	6.18	15831.90	5.67
<b>Total Teaching Positions</b>	2.00	100.00	158.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.00	2.00
<b>Total Out-of-Field Teachers</b>	1.00	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	60	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

### 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		October 31, 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EDGENUITY ONLINE COURSES	Yes	0
Mathematics	EDGENUITY ONLINE COURSES	Yes	0

<b>Science</b>	EDGENUITY ONLINE COURSES	Yes	0
<b>History-Social Science</b>	EDGENUITY ONLINE COURSES	Yes	0
<b>Foreign Language</b>	EDGENUITY ONLINE COURSES	Yes	0
<b>Health</b>	EDGENUITY ONLINE COURSES	Yes	0
<b>Visual and Performing Arts</b>	EDGENUITY ONLINE COURSES	Yes	0

## School Facility Conditions and Planned Improvements

Corcoran Unified School District receives funds from the Williams Settlement; therefore district personnel are required to conduct an extensive facilities inspection. The condition of the facilities and grounds are important. In preparation for this report, the Director of Maintenance, Operations, and Transportation and the Chief Business Official provided the necessary information. The chart below shows the general condition of the site. Good repair is defined as maintaining schools that are clean, safe, and functional.

Kings Lake Education Center (Mission Community Day School) facilities are in good repair. There are minor electrical needs and replacement ceiling tiles needed in a few areas. For a detailed report, please refer to the body of the School Accountability Report Card. A complete copy can be found on the CUSD web page, at the district office, or at Kings Lake Education Center.

**Year and month of the most recent FIT report**

October 4, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Office: Stained Ceiling Tiles, Needs new carpet, East Exterior wall siding dry rot. Room 1: Interior vinyl wallpaper needs to be reglued, Bottom Exterior wall siding is old and worn out around the building and needs new carpet. Room 3: Replace one ceiling tile. Room 4: The Bottom Exterior Wall siding is old and worn out around the building. Room 5: Needs new carpet. Room 6: Needs new carpet. Replace one ceiling tile. Room 7: need to replace Multiple ceiling tiles with small holes and exterior rotten siding on the bottom west wall. Room 8: Replace one ceiling tile.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	--	--	32	31	47	46
<b>Mathematics</b> (grades 3-8 and 11)	--	--	14	17	33	34

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--



## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	--	--	15.21	21.84	29.47	30.29

## 2022-23 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
<b>All Students</b>	--	--	--	--	--
<b>Female</b>	--	--	--	--	--
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2022-23 Career Technical Education Programs

CTE is not offered at Mission Community Day School due to the alternative education school nature of the school.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

## 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.

## 2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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	N/A	N/A	N/A	N/A	N/A
Grade 7	0	0	0	0	0
Grade 9	0	0	0	0	0

## 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.

#### 2023-24 Opportunities for Parental Involvement

Mission Community Day School communicates with parents in various ways, including campus events, written notices, phone calls, emails, parent square message system, district and school websites, and newsletters. We have an open-door policy and welcome parents to stop by any time. Due to the nature of instruction at MCDS, parents are encouraged to get involved in their child's education. We ask parents to ensure that students have their assignments completed and that they arrive at school and classes regularly and on time as scheduled. The teachers are encouraged to contact the parents in multiple ways with updates on their student's academic progress, attendance, and behavior regularly. Teachers make regular calls to the parents of their students, giving them information about their children. Parents are also invited to our back-to-school night, allowing students to show their progress and growth.

You may request additional information by calling the school office personnel at (559) 992-8885.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	--			2.7	7.8	10.4	9.4	7.8	8.2
Graduation Rate	--			80.2	87.8	89.6	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary			
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	19	12	10	83.3
Female	7	4	3	75.0
Male	12	8	7	87.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	1	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	18	12	10	83.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	4	2	2	100.0
Foster Youth	1	0	0	0.0
Homeless	2	1	1	100.0
Socioeconomically Disadvantaged	18	12	10	83.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	6	4	3	75.0

### 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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	27.78	42.11	2.55	5.78	6.97	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.17	0.21	0.20	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	42.11	0
Female	0	0
Male	58.33	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	44.44	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	44.44	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

Maintaining a safe and secure learning environment is a top priority for Mission Community Day School. The Comprehensive School Site Safety Plan was developed for Mission Community Day School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements.

Our plan is updated annually and includes procedures for emergencies, exit routes, and inventories of emergency supplies. Local law enforcement has a copy of our School Safety Plan and a school map. In conjunction with local law enforcement, the fire department, and city officials, safe school routes have been determined and included in the Comprehensive Schools Safety Plan. Due to various schedules, staff members review the School Safety Plan at different points of the school year.

Students and staff participate in (monthly) drills, and the staff is debriefed following the drill with the intent of improving upon our safety procedures. Students at Mission Community Day School participate annually in Digital Citizenship Safety Training. A perimeter fence surrounds our school, and all visitors must check into the office upon arrival. All volunteers must complete a district application and receive the appropriate clearances before they can volunteer or chaperone at a school site or during a school trip. Parents and volunteers also have their IDs scanned through the RAPTOR security system upon entry into the campus and interacting with students.

A copy of the Comprehensive School Safety Plan is available in the school office for parent review with the site administrator upon request.

The Comprehensive School Safety Plan was last reviewed, updated, and discussed with the school faculty: on August 15, 2023.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	5		
Mathematics	2	4		
Science	2	3		
Social Science	2	6		

## 2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	3		
Mathematics	3	2		
Science	2	3		
Social Science	4	1		

## 2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	5	0	0
Mathematics	2	4	0	0
Science	3	3	0	0
Social Science	2	4	0	0

## 2022-23 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	0



## 2022-23 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.

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

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$57,572	\$1,951	\$55,621	\$51,803.34
District	N/A	N/A	\$11,909	\$82,148
Percent Difference - School Site and District	N/A	N/A	129.5	-42.8
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	157.6	-41.8

## Fiscal Year 2022-23 Types of Services Funded

Mission Community utilizes Edgenuity as its main curriculum and is utilized to expand our selection of A-G courses. Accelerated Reader through Renaissance Learning creates interest and growth in the students' reading and skills and is also used for intervention. My Path, through Edgenuity, is an intervention that supports students in English Language Arts and Mathematics. Positive Behavioral Interventions and Supports, or PBIS, are implemented at the school to promote a climate of greater productivity, safety, and learning. Students are provided a currency they earn and can use to purchase things from a store we have with items purchased that kids will strive to earn the currency for. Additionally, at Mission Community Day School (MCDS), student's are provided counseling services for their social and emotional needs. The teacher assigned to MCDS is fully certified and trained to administer EL instruction and support to EL students.

Moreover, there are counseling services provided for students who have drug abuse issues through West Care. At MCDS, there is a smaller number of students per class affording a chance to offer a more close-up intimate setting to learn from the teacher and paraprofessional. Special Education teachers, as well as counselors, are provided and engage the students to assist them in school as well as in life.

Title I, Part A: Targeted School: Funds are provided for academic services to children who are identified as failing or at risk of failing to meet state standards. These funds are utilized to purchase additional instructional materials and services to support the academic needs of students struggling to meet state standards.

Title II funds New Teacher Induction for our staff. New Teacher Induction provides our new teachers with a mentor for the year. The mentor supports the teacher with strategies and feedback to support the instruction in their class and to assist in supporting the academic achievement of their students in class.

LCFF funds are provided to support our PBIS efforts throughout the year.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$59,321	\$50,875
<b>Mid-Range Teacher Salary</b>	\$83,019	\$79,761
<b>Highest Teacher Salary</b>	\$110,361	\$103,045
<b>Average Principal Salary (Elementary)</b>	\$127,783	\$128,154
<b>Average Principal Salary (Middle)</b>	\$133,355	\$131,774
<b>Average Principal Salary (High)</b>	\$142,907	\$142,676
<b>Superintendent Salary</b>	\$195,000	\$211,462
<b>Percent of Budget for Teacher Salaries</b>	28.91%	30.11%
<b>Percent of Budget for Administrative Salaries</b>	4.75%	5.49%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

Professional development is ongoing to ensure that all of our staff stays current with new learning strategies, innovative teaching techniques, and applied technology in the educational field and the classroom.

The teachers at Kings Lake Education Center campus participate in a four-day staff development training at the beginning of the school year. Designated days throughout the year allow the PLCs to meet and discuss planning. Due to the various schedules, that the staff has at the site a specific day is not scheduled throughout the week. Professional development for the staff includes sexual harassment training, mandated reporter, safety protocols, and procedures.

The administration was also trained on positive school climate and restorative justice practices to further benefit the student population. Attendance accounting was discussed as well as Covid-19 protocols and sanitation. Tulare County Office of Education offers training for our teachers and on-going professional development during the academic school year. Coaching, teacher-principal meetings, student performance data, PLC meetings, our county office of education-Kings County, trainings and conferences all are part of our ongoing professional development. Furthermore, teachers are involved in internship programs that constantly check in and monitor the teachers in creating and performing certain targeted lessons. NTI mentor meetings for my probationary teachers takes place on a monthly basis to keep the teachers compliant with the county and to help support them with professional teaching standards to clear their credentials. Staff meets several times yearly to go over curriculum changes and introduce new strategies and focal points. The meetings are used to discuss what's working safety and what needs to be improved upon.

The district also provided training for the Community Contacts on attendance accounting and Family information gathering, parent engagement, data entry in SIS and student information data entry. Paraprofessionals also went to training on how to deal and work with social and emotional issues that students may face. Paraprofessionals also had training on working with small groups of students, EL programs, such as iLit training and working with difficult students. Additionally, the staff was training on the new curriculums that were purchased for the students. The community contact also received training by CASAS for the purpose of reporting data in Topspro.

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

Subject	2021-22	2022-23	2023-24
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	25	40	55
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