

# Mission Community Day 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.

|   |   |
|---|---|
| <b>Admission Requirements for the University of California (UC)</b>     | 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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .  |
| <b>Admission Requirements for the California State University (CSU)</b> | 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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> . |

| 2024-25 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>Grade Span</b>                        | 6-12  |
| <b>County-District-School (CDS) Code</b> | 16638910122820  |

| 2024-25 District Contact Information |   |
|--------------------------------------|---|
| <b>District Name</b>                 | Corcoran Joint Unified School District                                      |
| <b>Phone Number</b>                  | (559) 992-8888  |
| <b>Superintendent</b>                | Andre Pecina  |
| <b>Email Address</b>                 | andrepecina@corcoranunified.com   |
| <b>District Website</b>              | <a href="http://www.corcoranunified.com">http://www.corcoranunified.com</a> |

| 2024-25 School Description and Mission Statement   |
|--|
| <p>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 teaching 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 state standards. The Principal of Alternative Education, Mr. Brian Brazier, supervises the abovementioned schools and courses.</p> <p>The mission of Mission Community Day School (MCDS) is to provide a personalized education for students in grades 6-8 and</p> |

2024-25 School Description and Mission Statement

9-12 residing in Corcoran. MCDS students will be prepared as educated, responsible, and contributing individuals 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 lifelong personal and social development opportunities 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 successfully.

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Grade 8          | 2                  |
| Grade 9          | 1                  |
| Grade 10         | 4                  |
| Grade 11         | 1                  |
| Grade 12         | 1                  |
| Total Enrollment | 9                  |

2023-24 Student Enrollment by Student Group

| Student Group                   | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female                          | 11.1                        |
| Male                            | 88.9                        |
| Hispanic or Latino              | 88.9                        |
| White                           | 11.1                        |
| English Learners                | 44.4                        |
| Homeless                        | 11.1                        |
| Socioeconomically Disadvantaged | 100                         |
| Students with Disabilities      | 55.6                        |

A. Conditions of Learning State Priority: Basic

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

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

## 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/Incomplete/NA</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/Incomplete/NA</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        |

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) | 0.00          | 4.00           | 130.00          | 83.62            | 231142.40     | 100.00        |
| Intern Credential Holders Properly Assigned   | 0.00          | 0.00           | 9.80            | 6.34             | 5566.40       | 2.00          |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA)                      | 0.00          | 0.00           | 8.60            | 5.57             | 14938.30      | 5.38          |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)                         | 1.90          | 95.50          | 3.40            | 2.21             | 11746.90      | 4.23          |
| Unknown/Incomplete/NA   | 0.00          | 0.00           | 3.50            | 2.26             | 14303.80      | 5.15          |
| <b>Total Teaching Positions</b>   | <b>2.00</b>   | <b>100.00</b>  | <b>155.50</b>   | <b>100.00</b>    | <b>277698</b> | <b>100</b>    |

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        |
| <b>Total Teachers Without Credentials and</b> | <b>0.00</b> | <b>0.00</b> | <b>0</b> |

## 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                               | 1.00        | 2.00        | 1.9        |
| <b>Total Out-of-Field Teachers</b>                     | <b>1.00</b> | <b>2.00</b> | <b>1.9</b> |

| Class Assignments  |         |         |         |
|--|---------|---------|---------|
| Indicator  | 2020-21 | 2021-22 | 2022-23 |
| <b>Misassignments for English Learners</b><br>(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><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach)   | 60.00   | 0       | 0       |
| Note: For more information refer to the Updated Teacher Equity Definitions web page at <a href="https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp">https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp</a> . |         |         |         |

  

| 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials |  |                             |  |
|--|--|-----------------------------|--|
| Year and month in which the data were collected  |  | July 31, 2024               |  |
| 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  |
| Science  | EDGENUITY ONLINE COURSES                                     | Yes                         | 0  |
| History-Social Science   | EDGENUITY ONLINE COURSES                                     | Yes                         | 0  |
| Foreign Language   | EDGENUITY ONLINE COURSES                                     | Yes                         | 0  |
| Health   | EDGENUITY ONLINE COURSES                                     | Yes                         | 0  |
| Visual and Performing Arts   | EDGENUITY ONLINE COURSES                                     | Yes                         | 0  |
| Note: Cells with N/A values do not require data.                                       |  |                             |  |

School Facility Conditions and Planned Improvements

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

Mission Community Day School (MCDS) facilities are in good repair. Over the past year, extensive work has been done at Kings Lake Education Center. New cement was laid, and front fences were removed and replaced with temporary fencing to prepare for a new food preparation building. The old shack, which served as the original food prep area, was removed along with the cement surrounding it, leaving dirt. The timing of the installation of the new building had to be moved back because of a “guy wire,” which PG&E owns. The installation of the new building will require the guy wire to be removed, which can only be done by PG&E. PG&E was notified, and we are now subject to their time frame. Consequently, temporary front fencing and open dirt remain where the old food prep shack stood. The campus is not completely secure, as there is an opening from the removal of the fencing behind the shack.

| Year and month of the most recent FIT report                               |           |           |           | August 5, 2024  |
|--|-----------|-----------|-----------|---|
| System Inspected   | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned   |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | X         |           |           |   |
| <b>Interior:</b><br>Interior Surfaces                                      | X         |           |           | All issues from last year were addressed. All buildings on campus received new ceiling tiles, carpet, and flooring, and the entire campus was painted. The dry rot from the siding was removed, and after the new food preparation building is installed, the parking lot pavement will be repaved. |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation        | X         |           |           |   |
| <b>Electrical</b>  | X         |           |           |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | X         |           |           |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | X         |           |           |   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | X         |           |           |   |
| <b>External:</b><br>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.

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<br>2022-23 | School<br>2023-24 | District<br>2022-23 | District<br>2023-24 | State<br>2022-23 | State<br>2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy<br>(grades 3-8 and 11) | --                | --                | 31                  | 31                  | 46               | 47               |
| Mathematics<br>(grades 3-8 and 11)                    | --                | --                | 17                  | 17                  | 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<br>Student Groups                      | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>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                     | --                            | --                         | --                          | --                              | --                                      |
| 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                              | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Foster Youth                                  | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Homeless                                      | --                            | --                         | --                          | --                              | --                                      |
| Military                                      | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Socioeconomically Disadvantaged               | --                            | --                         | --                          | --                              | --                                      |
| Students Receiving Migrant Education Services | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Students with Disabilities                    | 0                             | 0                          | 0                           | 0                               | 0                                       |

### 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<br>Student Groups                      | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>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                     | --                            | --                         | --                          | --                              | --                                      |
| 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                              | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Foster Youth                                  | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Homeless                                      | --                            | --                         | --                          | --                              | --                                      |
| Military                                      | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Socioeconomically Disadvantaged               | --                            | --                         | --                          | --                              | --                                      |
| Students Receiving Migrant Education Services | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Students with Disabilities                    | 0                             | 0                          | 0                           | 0                               | 0                                       |

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<br>2022-23 | School<br>2023-24 | District<br>2022-23 | District<br>2023-24 | State<br>2022-23 | State<br>2023-24 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science<br>(grades 5, 8 and high school) | --                | --                | 21.84               | 23.39               | 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                                  | --               | --            | --             | --                 | --                      |
| Female  | --               | --            | --             | --                 | --                      |
| Male  | --               | --            | --             | --                 | --                      |
| American Indian or Alaska Native              | 0                | 0             | 0              | 0                  | 0                       |
| Asian   | 0                | 0             | 0              | 0                  | 0                       |
| Black or African American                     | --               | --            | --             | --                 | --                      |
| 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                                      | --               | --            | --             | --                 | --                      |
| Military                                      | 0                | 0             | 0              | 0                  | 0                       |
| Socioeconomically Disadvantaged               | --               | --            | --             | --                 | --                      |
| Students Receiving Migrant Education Services | 0                | 0             | 0              | 0                  | 0                       |
| Students with Disabilities                    | --               | --            | --             | --                 | --                      |

## 2023-24 Career Technical Education Programs

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

## 2023-24 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 |
|---|---------|
| 2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission          | 100     |
| 2022-23 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.

## 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:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5     | N/A                              | N/A  | N/A   | N/A   | N/A                         |
| Grade 7     | N/A                              | N/A  | N/A   | N/A   | N/A                         |
| Grade 9     | N/A                              | N/A  | N/A   | N/A   | N/A                         |

## 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 Community Day School (MCDS) 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 at any time. Due to the nature of instruction at MCDS, parents are encouraged to participate in their child's education. We ask parents to ensure that students complete their assignments and arrive at school and classes regularly and on time as scheduled. The teachers are encouraged to contact the parents regularly in multiple ways with updates on their students' academic progress, attendance, and behavior. 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.

Events on campus also provide opportunities for parent involvement at MCDS. The School prides itself on offering cultural events that reflect the student body, and these events provide chances for parents to volunteer, speak, or supervise. Additionally, the School Site Council keeps parents abreast of the Single Plan for Student Achievement (SPSA), goals, priorities, and strategies for improving student outcomes, including instructional methods and support services. The council

2024-25 Opportunities for Parental Involvement

provides input on Title I funding, state/local funding, and a host of other school-related items.

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<br>2021-22 | School<br>2022-23 | School<br>2023-24 | District<br>2021-22 | District<br>2022-23 | District<br>2023-24 | State<br>2021-22 | State<br>2022-23 | State<br>2023-24 |
|-----------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Dropout Rate    |                   |                   |                   | 7.8                 | 10.4                | 9.0                 | 7.8              | 8.2              | 8.9              |
| Graduation Rate |                   |                   |                   | 87.8                | 89.6                | 88.1                | 87.0             | 86.2             | 86.4             |

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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<br>Students in Cohort | Number of<br>Cohort Graduates | Cohort<br>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                                    | 0.0                             | 0.0                           | 0.0                       |
| 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                       |

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.



| 2023-24 Chronic Absenteeism by Student Group  |                       |   |                           |                          |
|---|-----------------------|---|---------------------------|--------------------------|
| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
| All Students                                  | 15                    | --                                      | --                        | --                       |
| Female  | --                    | --                                      | --                        | --                       |
| Male  | --                    | --                                      | --                        | --                       |
| Non-Binary                                    | --                    | --                                      | --                        | --                       |
| American Indian or Alaska Native              | --                    | --                                      | --                        | --                       |
| Asian   | --                    | --                                      | --                        | --                       |
| Black or African American                     | --                    | --                                      | --                        | --                       |
| Filipino                                      | --                    | --                                      | --                        | --                       |
| Hispanic or Latino                            | 12                    | --                                      | --                        | --                       |
| Native Hawaiian or Pacific Islander           | --                    | --                                      | --                        | --                       |
| Two or More Races                             | --                    | --                                      | --                        | --                       |
| White   | --                    | --                                      | --                        | --                       |
| English Learners                              | --                    | --                                      | --                        | --                       |
| Foster Youth                                  | --                    | --                                      | --                        | --                       |
| Homeless                                      | --                    | --                                      | --                        | --                       |
| Socioeconomically Disadvantaged               | 15                    | --                                      | --                        | --                       |
| Students Receiving Migrant Education Services | --                    | --                                      | --                        | --                       |
| Students with Disabilities                    | --                    | --                                      | --                        | --                       |

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 and expulsions data.

| Rate        | School<br>2021-22 | School<br>2022-23 | School<br>2023-24 | District<br>2021-22 | District<br>2022-23 | District<br>2023-24 | State<br>2021-22 | State<br>2022-23 | State<br>2023-24 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 27.78             | 42.11             | 33.33             | 5.78                | 6.97                | 7.17                | 3.17             | 3.6              | 3.28             |
| Expulsions  | 0                 | 0                 | 0                 | 0.21                | 0.2                 | 0.21                | 0.07             | 0.08             | 0.07             |

2023-24 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 33.33            | 0.00            |
| Female  | 0.00             | 0.00            |
| Male  | 0.00             | 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                     | 0.00             | 0.00            |
| Filipino                                      | 0.00             | 0.00            |
| Hispanic or Latino                            | 41.67            | 0.00            |
| Native Hawaiian or Pacific Islander           | 0.00             | 0.00            |
| Two or More Races                             | 0.00             | 0.00            |
| White   | 0.00             | 0.00            |
| English Learners                              | 0.00             | 0.00            |
| Foster Youth                                  | 0.00             | 0.00            |
| Homeless                                      | 0.00             | 0.00            |
| Socioeconomically Disadvantaged               | 33.33            | 0.00            |
| Students Receiving Migrant Education Services | 0.00             | 0.00            |
| Students with Disabilities                    | 0.00             | 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

Mission Community Day School prioritizes maintaining a safe and secure learning environment. To fulfill the requirements of Senate Bill 187, the school developed the Comprehensive School Site Safety Plan in collaboration with local agencies and the district office.

Our plan is updated annually and includes emergency procedures, exit routes, and inventories of emergency supplies. Local law enforcement has a copy of our School Safety Plan and a school map. Safe school routes have been determined and

2024-25 School Safety Plan

included in the Comprehensive School Safety Plan in conjunction with local law enforcement, the fire department, and city officials. Due to various schedules, staff members review the School Safety Plan at different points during the school year. Students and staff participate in monthly drills, and the staff is debriefed following each drill with the intent of improving 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 in at 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 to the campus and when 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 September 18, 2024.

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                                    |                                       |                                     |
| Mathematics           | 2                  | 4                                    |                                       |                                     |
| Science               | 3                  | 3                                    |                                       |                                     |
| Social Science        | 2                  | 4                                    |                                       |                                     |

2023-24 Secondary 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 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                  | 6                                    |                                       |                                     |
| Mathematics           | 2                  | 5                                    |                                       |                                     |
| Science               | 2                  | 6                                    |                                       |                                     |
| Social Science        | 1                  | 6                                    |                                       |                                     |

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 | 0     |

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) |                                  |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist  |                                  |
| Social Worker   |                                  |
| Nurse   |                                  |
| Speech/Language/Hearing Specialist                            |                                  |
| Resource Specialist (non-teaching)                            |                                  |
| Other   |                                  |

## 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 |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| <b>School Site</b>                                   | \$59,582                     | \$5,568                             | \$54,014                              | \$51,803               |
| <b>District</b>                                      | N/A                          | N/A                                 | \$10,141                              | \$89,341               |
| <b>Percent Difference - School Site and District</b> | N/A                          | N/A                                 | 136.8                                 | -53.2                  |
| <b>State</b>   | N/A                          | N/A                                 | \$10,771                              | \$87,655               |
| <b>Percent Difference - School Site and State</b>    | N/A                          | N/A                                 | 133.5                                 | -51.4                  |

## Fiscal Year 2023-24 Types of Services Funded

Mission Community utilizes Edgenuity as its main curriculum and uses it to expand our selection of A-G courses. Accelerated Reader through Renaissance Learning creates interest and growth in students' reading 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 that they earn and can use to purchase items from a store we have, which includes things for which kids will strive to earn the currency. Additionally, at Mission Community Day School (MCDS), students receive 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, counseling services are provided for students with drug abuse issues through West Care. At MCDS, there is a smaller number of students per class, offering a more intimate setting to learn from the teacher and paraprofessional. Special education teachers and counselors are available to engage the students, assisting them in school as well as in life. MCDS also utilizes "PAPER" to assist the students after hours with their work. PAPER is customized, state-aligned, high-impact tutoring with detailed reporting designed for impactful academic results. Students can choose to engage with PAPER or the tutoring both Kings Lake Continuation teachers offer on Monday, Tuesday, and Wednesday after school from 3:15 to 4:15.

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 used 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 assist in supporting instruction in their class and to help support their students' academic achievement.

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

## 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                      | \$64,660        | \$54,930                                     |
| Mid-Range Teacher Salary                      | \$90,491        | \$85,386                                     |
| Highest Teacher Salary                        | \$120,294       | \$111,172                                    |
| Average Principal Salary (Elementary)         | \$139,281       | \$136,564                                    |
| Average Principal Salary (Middle)             | \$145,356       | \$141,339                                    |
| Average Principal Salary (High)               | \$155,797       | \$153,241                                    |
| Superintendent Salary                         | \$195,000       | \$224,537                                    |
| Percent of Budget for Teacher Salaries        | 27%             | 29%  |
| Percent of Budget for Administrative Salaries | 5%              | 6%   |

## 2023-24 Advanced Placement (AP) Courses

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

|                                   |   |
|-----------------------------------|---|
| Percent of Students in AP Courses | 0 |
|-----------------------------------|---|

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><br>Where there are student course enrollments of at least one student. | 0                            |

## Professional Development

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

At the beginning of the school year, the Mission Community Day School (MCDS) campus teachers participate in a four-day staff development training. Training with the Guiding Coalition helps support the push for PLCs throughout the district. The PLCs are designated to meet on Wednesdays to discuss planning, data, and the next steps in the classroom and curriculum.

Professional Development

Professional development for the staff further includes sexual harassment training, mandated reporter training, safety protocols, and procedures.

The administration was also trained on positive school climate and restorative justice practices, Multi-Tier Systems of Support (MTSS), to further benefit the student population. Trips to other campuses within and outside the district also occur to expand learning and share best practices. The Kings Lake administrator also participated in the application reading and selection process for Model Continuation Schools. Two site visits were also part of the process. Attendance accounting through Parsec, laws, and safety protocols are other topics on which the district trains staff and administration. The Tulare County Office of Education offers training for our teachers and ongoing professional development during the academic school year. Coaching, teacher-principal meetings, student performance data, PLC meetings, our county office of education - Kings County, training, and conferences are all 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 specific targeted lessons. NTI mentor meetings for my probationary teachers occur every month to keep the teachers compliant with the county and help support them with professional teaching standards to clear their credentials. New interns are also partnered with a mentor teacher onsite.

The district also provided training for the Community Contacts on attendance accounting, family information gathering, parent engagement, customer service, home visits, data entry in SIS, and student information data entry. Paraprofessionals also attended training on addressing social and emotional issues that students may face. Paraprofessionals and teachers also had training on working with small groups of students in EL programs, such as iLit training and managing difficult students. Additionally, the staff received training on the new curriculums purchased for the students.

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 | 40      | 55      | 58      |