

Mission Community Day School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Mission Community Day School
Street	1128 S. Dairy Ave.
City, State, Zip	Corcoran, CA 93212
Phone Number	(559) 992-8885
Principal	Brian Brazier
Email Address	brianbrazier@corcoranunified.com
School Website	https://kingslake.corcoranunified.com/
Grade Span	6-12
County-District-School (CDS) Code	16638910122820

2025-26 District Contact Information

District Name	Corcoran Joint Unified School District
Phone Number	(559) 992-8888
Superintendent	Andre Pecina
Email Address	andrepecina@corcoranunified.com
District Website	http://www.corcoranunified.com

2025-26 School Description and Mission Statement

Mission Community Day School (MCDS) is located on the Kings Lake Education Center campus and serves students in grades 6–8 and 9–12. The program is staffed by two teachers, one for middle school and one for high school. Students in grades 6–8 receive instruction through a combination of direct teaching, Edgenuity, and the Accelerated Reader program to address varied academic levels. High school students utilize Edgenuity and direct instruction, both of which align with state-approved curriculum standards. The Principal of Alternative Education, Mr. Brian Brazier, oversees all associated schools and programs.

The mission of MCDS is to provide a personalized and supportive educational experience for students in grades 6–8 and 9–12 residing in Corcoran. MCDS prepares students to become responsible and contributing individuals who can read, write,

2025-26 School Description and Mission Statement

communicate, and compute effectively using modern technologies and resources. The school is committed to fostering respect, lifelong learning, and personal and social growth while helping students establish and achieve academic and personal goals. MCDS provides a safe and caring environment where students with academic or social challenges can develop the skills, character, and readiness to successfully return to their home schools and communities.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	1
Grade 10	1
Grade 11	2
Grade 12	1
Total Enrollment	5

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Male	100
Hispanic or Latino	100
English Learners	40
Socioeconomically Disadvantaged	100
Students with Disabilities	80

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0	0	131.5	83.08	234405.2	84
Intern Credential Holders Properly Assigned	0	0	10.2	6.46	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.6	1.66	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	100	4.1	2.6	11953.1	4.28
Unknown/Incomplete/NA	0	0	9.7	6.18	15831.9	5.67
Total Teaching Positions	2	100	158.2	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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	4	130	83.62	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	9.8	6.34	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	8.6	5.57	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.9	95.5	3.4	2.21	11746.9	4.23
Unknown/Incomplete/NA	0	0	3.5	2.26	14303.8	5.15
Total Teaching Positions	2	100	155.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	0.2	11.5	125.5	79.45	230039.4	100
Intern Credential Holders Properly Assigned	0	0	11.9	7.54	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	12.2	7.73	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.7	88	4.2	2.66	12112.8	4.34
Unknown/Incomplete/NA	0	0	4.1	2.62	13705.8	4.91
Total Teaching Positions	2	100	157.9	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	2.00	1.9	1.7
Total Out-of-Field Teachers	2.00	1.9	1.7

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		July 31, 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EDGENUITY ONLINE COURSES	0
Mathematics	EDGENUITY ONLINE COURSES	0
Science	EDGENUITY ONLINE COURSES	0
History-Social Science	EDGENUITY ONLINE COURSES	0
Foreign Language	EDGENUITY ONLINE COURSES	0
Health	EDGENUITY ONLINE COURSES	0
Visual and Performing Arts	EDGENUITY ONLINE COURSES	0
Science Laboratory Equipment (grades 9-12)	EDGENUITY ONLINE COURSES	0

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

School Facility Conditions and Planned Improvements

Corcoran Unified School District receives Williams Settlement funds, requiring district personnel to conduct a comprehensive facilities inspection. Maintaining clean, safe, and functional facilities is essential. For this report, the Director of Maintenance, Operations, and Transportation, along with the Chief Business Official, provided the necessary information. The chart below reflects the site's overall condition.

Kings Lake Education Center (Mission Community Day School) is in good repair. Over the past year, significant improvements have been made, including installing new cement and removing the front fencing to prepare for the construction of a new food-preparation building. The original food preparation shack and its surrounding cement were removed, leaving an open dirt area. Construction of the new building has been delayed because a PG&E-owned guy wire must be removed before installation can proceed. The district has notified PG&E and is currently operating within their timeline.

As a result, temporary fencing remains in place, and the area where the original structure stood is still open soil. Additionally, the campus is not fully secure due to an opening left behind the former shack where fencing was removed.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	July 2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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 Assessments 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.						
Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	--	--	31	34	47	48
Mathematics (grades 3-8 and 11)	--	--	17	21	35	37

2024-25 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

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the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
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	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
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 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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	--	--	23.39	28.68	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0	0	0
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	0	0	0	0	0

2024-25 Career Technical Education Programs

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

2024-25 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	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	100
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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	0	0	0	0	0
Grade 7	--	--	--	--	--
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.

2025-26 Opportunities for Parental Involvement

Mission Community Day School communicates with parents through campus events, written notices, phone calls, emails, the 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 Mission Community Day School, 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. Teachers are encouraged to contact parents regularly, using multiple channels, to provide updates on their students' academic progress, attendance, and behavior. Teachers make regular calls to their students' parents to provide updates on their children. Parents are also invited to our back-to-school night, where students can showcase their progress and growth. Events on campus also provide opportunities for parent involvement at Mission Community Day School. Mission Community Day School prides itself on offering cultural events that reflect the student body. These events provide chances for parents to volunteer, speak, or supervise. Additionally, the Parental Advisory committee keeps parents abreast of the Single Plan for Student Achievement (SPSA), goals, priorities, and strategies to improve student outcomes, including instructional methods and support services, and provides input on Title I funding, state/local funding, and other school-related items.

2025-26 Opportunities for Parental Involvement

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate				10.4	9	6.4	8.2	8.9	8
Graduation Rate				89.6	88.1	92.7	86.2	86.4	87.5

2024-25 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.

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	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

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	11	--	--	--
Female	--	--	--	--
Male	--	--	--	--
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
42.11	33.33	18.18	6.97	7.17	6.43	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.2	0.21	0.15	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	18.18	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	0.00	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	0.00	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.

2025-26 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 meet the requirements of Senate Bill 187.

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. Safe school routes have been identified and included in the Comprehensive School Safety Plan, in coordination with local law enforcement, the fire department, and city officials. All staff members review the School Safety Plan during the School Safety Plan review at the beginning of the school year.

Students and staff participate in monthly drills, and staff are debriefed after each drill to improve our safety procedures. Mission Community Day School students 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 volunteering or chaperoning at a school site or during a school trip. Parents and volunteers also have their IDs scanned by the RAPTOR security system upon entering the campus and while interacting with students.

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

The Comprehensive School Safety Plan was last reviewed, updated, and discussed with the school faculty on September 18, 2025.

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

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		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	1	7		
Mathematics	2	3		
Science	2	3		
Social Science	1	4		

2024-25 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

2024-25 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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$60,372	\$6,327	\$54,045	\$117,473
District	N/A	N/A	\$14,644	\$94,944
Percent Difference - School Site and District	N/A	N/A	114.7	21.2
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	131.6	23.6

Fiscal Year 2024-25 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, fosters 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 with a currency that they earn and can use to purchase items from a store we have, including items they will strive to attain. 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, class sizes are smaller, providing a more intimate setting for learning from the teacher and paraprofessional. Special education teachers and counselors are available to engage students and assist them in school and in life. MCDS also uses "PAPER" to assist students with their work after hours. PAPER is customized, state-aligned, high-impact tutoring with detailed reporting designed for impactful academic results. Students may choose to participate in PAPER or in the tutoring offered by both Kings Lake Continuation teachers 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 provides the teacher with strategies and feedback to support instruction in their class and to help students' academic achievement.

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$70,318	\$57,978
Mid-Range Teacher Salary	\$98,409	\$89,612
Highest Teacher Salary	\$130,819	\$117,194
Average Principal Salary (Elementary)	\$152,430	\$143,632
Average Principal Salary (Middle)	\$159,079	\$149,447
Average Principal Salary (High)	\$170,473	\$162,334
Superintendent Salary	\$222,000	\$234,076
Percent of Budget for Teacher Salaries	29.31%	27.81%
Percent of Budget for Administrative Salaries	5.02%	5.47%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	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
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Professional development at Mission Community Day School is ongoing to ensure that staff remain current with effective instructional strategies, innovative teaching practices, and applied educational technology. At the start of each school year, teachers participate in a four-day staff development institute, including training with the Guiding Coalition to support the districtwide implementation of Professional Learning Communities (PLCs). PLC teams meet on Wednesdays to review instructional planning, analyze student data, and determine next instructional steps. Additional mandatory training includes sexual harassment prevention, mandated reporter requirements, and district safety protocols and procedures.

Professional Development

Administration also engages in targeted professional learning to enhance school climate and student support systems, including restorative justice practices and Multi-Tiered Systems of Support (MTSS). Professional growth is further supported through site visits to campuses within and outside the district, collaboration with county offices of education, participation in coaching cycles, teacher-principal meetings, student performance reviews, and attendance at conferences. Administrators and teachers participate in ongoing development aligned with credentialing requirements, including NTI mentor meetings for probationary teachers and support for the internship program, ensuring new teachers receive regular monitoring and guidance. Training on attendance accounting systems, laws, and operational procedures, such as Parsec, is also provided.

Support staff receive extensive training as well. Community Contacts participate in professional development on attendance accounting, family outreach, parent engagement, customer service, home-visit procedures, SIS data entry, and Topspro reporting through CASAS. Paraprofessionals receive training addressing students' social-emotional needs, small-group instructional support, EL programs such as iLit, and strategies for working with challenging student behaviors. Teachers and paraprofessionals also engage in training on newly adopted curricula to ensure effective implementation and support student learning.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	55	58	62