

SARC Information

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

Upon enrollment, students are surveyed about their internet and home computer access. Chromebooks are requested and issued for students who need laptops, and WIFI hot spots are available for checkout for students who need

internet as well. Low-cost and no-cost internet options through local providers are provided to families. Coursework is accessible through cell phone devices. Free internet access and device check out 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.

School Mission Statement School Year 2022-2023

Mission Academy's school mission is to engage students who are no longer part of the instructional plan offered by traditional classroom-based schools or prefer a personalized learning education. The vision is to encourage students to become actively engaged, enthusiastic, lifelong learners.

School Description and Profile School Year 2022-2023

Mission Academy is a public charter school that offers a non-classroom-based, personalized virtual education program for students in grades 6-12. Through personalized learning programs, independent study, and virtual learning models, students are prepared to successfully compete in the workforce, attend the colleges or vocational schools of their choice, and value service to others in society. The school provides a multi-cultural, person-centered environment in which all students are held to high academic and behavioral standards. High accountability in attendance and satisfactory completion of assignments help to develop student confidence, adding a sense of personal worth and self-importance.

Typical students and families prefer an Independent Study or alternative model to the local public school system. Students tend to fall on either end of the spectrum, either extremely low or high achieving, but they were unable to maintain enrollment within their previous school for numerous reasons. The school offers flexible learning options, individualized instruction and ongoing assessment, and personalized learning plans specifically designed to meet the needs of the individual student's learning level and post-secondary goals



School Enrollment

The charts display school enrollment broken down by grade or student group.

**TABLE 4: STUDENT ENROLLMENT BY GRADE LEVEL
SCHOOL YEAR 2021-2022**

Grade Level	Number of Students
Grade 6	3
Grade 7	8
Grade 8	14
Grade 9	121
Grade 10	122
Grade 11	75
Grade 12	17
Total Enrollment	360

**TABLE 5: STUDENT ENROLLMENT BY STUDENT GROUP
SCHOOL YEAR 2021-2022**

Student Group	Percentage
Female	53%
Male	46%
Non-Binary	1%
American Indian or Alaska	0%
Asian	3%
Black or African American	13%
Filipino	0%
Hispanic or Latino	67%
Native Hawaiian or Pacific Islander	0%
Two or More Races	3%
White	12%
English Learner	10%
Foster Youth	3%
Homeless	4%
Socioeconomically Disadvantaged	72%
Students Receiving Migrant Ed	0%
Students with Disabilities	18%

A. CONDITIONS OF LEARNING

State Priority: Basic

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

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

Teacher Assignment

The school recruits and employs qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines. This chart displays information about teacher credentials at the school.

Note: As an independent charter school, the school's program, resources, and administration are run independently from the sponsoring district, so there is no district data to report for comparison in this section.

TABLE 6: TEACHER PREPARATION AND PLACEMENT SCHOOL YEAR 2020–2021

Authorization/Assignment	School Number	School Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31	100%	228,324	83.1%
Intern Credentialed Holders Properly Assigned	0	0%	4,121	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	11,265	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	18	58%	12,089	4.4%
Unknown	0	0%	2,747	1.0%
Total Teaching Positions	31	100%	274,759	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.

TABLE 7: TEACHER PREPARATION AND PLACEMENT SCHOOL YEAR 2021–2022

Authorization/Assignment	School Number	School Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28	100%	N/A	N/A
Intern Credentialed Holders Properly Assigned	0	0%	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	4%	N/A	N/A
Unknown	0	0%	N/A	N/A
Total Teaching Positions	28	100%	N/A	N/A

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.



Teacher Misassignments & Vacancies

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

TABLE 8: TEACHERS WITHOUT CREDENTIALS AND MISASSIGNMENTS (CONSIDERED "INEFFECTIVE" UNDER ESSA)

Authorizations/Assignments	2020-2021 Number	2021-2022 Number
Permits and Waivers	0	0
Misassignments	0	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	0	0

TABLE 9: CREDENTIALLED TEACHERS ASSIGNED OUT-OF-FIELD (CONSIDERED "OUT-OF-FIELD" UNDER ESSA)

Indicator	2020-2021 Number	2021-2022 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	19	1
Total Out-of-Field Teachers	18	1

TABLE 10: CLASS ASSIGNMENTS

Indicator	2020-2021 Percent	2021-2022 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%
No credential, permit or authorization to teach (a percent-age of all the classes taught by teachers with no record of an authorization to teach)	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>.

Textbooks & Instructional Materials School Year 2022-2023

Mission Academy is an online school and does not use textbooks in the traditional sense. The entire curriculum library and all resources are online, and each student can access lessons and written assignments 24 hours a day. Mission Academy utilized Apex Learning® as its online learning management system for curriculum access. Highly qualified teachers provide instruction and supplemental instructional materials.

Students are provided with laptops and hotspots to access the curriculum, complete work, and be successful in the program.

The table displays information collected in November 2022 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

**TABLE 11: QUALITY, CURRENCY, AVAILABILITY OF TEXTBOOK AND OTHER INSTRUCTIONAL MATERIALS
SCHOOL YEAR 2022-2023 / YEAR AND MONTH IN WHICH THE DATA WERE COLLECTED: NOVEMBER 2022**

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percentage Students Lacking Own Assigned Copy
Reading/Language Arts	Middle School: Edmentum® Core English, ELL/2022 High School: Apex Learning® Core English (a-g) /2022	2 years	0%
Mathematics	Middle School: Edmentum® Core Mathematics/2022 High School: Apex Learning® Core Mathematics (a-g) /2022	2 years	0%
Science	Middle School: Edmentum® Core Life and Physical Sciences/2022 High School: Apex Learning® Life and Physical Sciences (a-g) /2022	2 years	0%
History-Social Science	Middle School: Edmentum® Core Social-Sciences/2022 High School: Apex Learning® Social-Sciences (a-g)/2022	2 years	0%
Foreign Language	Apex Learning® Spanish (a-g)/2022	2 years	0%
Health	Middle School: Edmentum® Physical Education/2022 Apex Learning® Health Opportunities through Physical Education (HOPE PE I, II) /2022	2 years	0%
Visual and Performing Arts	Middle School: Edmentum® Visual and Performing Arts/2022 High School: Apex Learning® Visual and Performing Arts (a-g) /2022	2 years	0%
Science Laboratory Equipment (grades 9-12)	Apex Learning® supplemental laboratory science kits/2022	2 years	0%

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

School Facility Conditions and Planned Improvements School Year 2022-2023

Being an online program, Mission Academy does not have a physical school site. Students attend and meet with staff virtually.

**TABLE 13: SCHOOL FACILITY GOOD REPAIR STATUS | DATE OF LAST INSPECTION: NOVEMBER 2022
OVERALL SUMMARY OF SCHOOL FACILITY CONDITIONS: EXEMPLARY DATA COLLECTED: NOVEMBER 2022**

System Inspected	Rate Good	Rate Fair	Rate Poor	Deficiency & Remedial Actions Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	N/A	N/A	N/A
Interior: Interior Surfaces	N/A	N/A	N/A	N/A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	N/A	N/A	N/A
Electrical: Electrical	N/A	N/A	N/A	N/A
Restrooms/Fountains: Restrooms, Sinks/Fountains	N/A	N/A	N/A	N/A
Safety: Fire Safety, Hazardous Materials	N/A	N/A	N/A	N/A
Structural: Structural Damage, Roofs	N/A	N/A	N/A	N/A
External: Playground/ School Grounds, Windows/Doors/ Gates/Fences	N/A	N/A	N/A	N/A

Overall Facility Rate • Year and month of the most recent inspection: November 2022

TABLE 14: OVERALL RATING				
Exemplary	Good	Fair	Poor	Deficiency & Remedial Actions Taken or Planned
X				

Overall Summary of School Facility Conditions: Exemplary

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.

Note: As an independent charter school, the school's program, resources, and administration are run independently from the sponsoring district, so there is no district data to report for comparison in this section

TABLE 15: CAASPP TEST RESULTS IN ELA AND MATHEMATICS FOR ALL STUDENTS GRADES THREE THROUGH EIGHT AND GRADE ELEVEN TAKING AND COMPLETING A STATE-ADMINISTERED ASSESSMENT

PERCENT OF STUDENTS MEETING OR EXCEEDING THE STATE STANDARD

Subject	School 2020-2021	School 2021-2022	State 2020-2021	State 2021-2022
English Language Arts/Literacy (Grades 3-8 and 11)	N/A	32.50%	N/A	47.06%
Mathematics (Grades 3-8 and 11)	N/A	14.17%	N/A	33.38%

Note: Where it was the most viable option, in 2020-21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020-21 data cells for the school, district, state have N/A values because these data are not comparable to 2021-22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.



TABLE 16: CAASPP TEST RESULTS IN ELA BY STUDENT GROUP FOR STUDENTS TAKING AND COMPLETING A STATE-ADMINISTERED ASSESSMENT GRADES THREE THROUGH EIGHT AND GRADE ELEVEN SCHOOL YEAR 2021-2022

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	135	120	89%	11%	33%
Female	74	65	88%	12%	32%
Male	60	54	90%	10%	33%
American Indian or Alaska Native	0	0	0%	100%	0%
Asian	*	*	100%	0%	100%
Black or African American	14	13	93%	7%	23%
Filipino	0	0	0%	100%	0%
Hispanic or Latino	82	74	90%	10%	34%
Native Hawaiian or Pacific Islander	*	*	100%	0%	0%
Two or More Races	11	*	91%	9%	30%
White	26	21	81%	19%	33%
English Learners	12	*	75%	25%	22%
Foster Youth	*	*	50%	50%	0%
Homeless	*	*	100%	0%	0%
Military	*	*	100%	0%	0%
Socioeconomically Disadvantaged	90	81	90%	10%	25%
Students Receiving Migrant Education Services	0	0	0%	100%	0%
Students with Disabilities	19	14	74%	26%	14%

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

Note: Asterisks (*) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

TABLE 17: CAASPP TEST RESULTS IN MATHEMATICS BY STUDENT GROUP FOR STUDENTS TAKING AND COMPLETING A STATE-ADMINISTERED ASSESSMENT GRADES THREE THROUGH EIGHT AND GRADE ELEVEN SCHOOL YEAR 2021-2022

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	135	120	89%	11%	14%
Female	74	65	88%	12%	12%
Male	60	54	90%	10%	17%
American Indian or Alaska Native	0	0	0%	100%	0%
Asian	*	*	100%	0%	0%
Black or African American	14	13	93%	7%	15%
Filipino	0	0	0%	100%	0%
Hispanic or Latino	82	74	90%	10%	14%
Native Hawaiian or Pacific Islander	*	*	100%	0%	0%
Two or More Races	11	*	91%	9%	10%
White	26	21	81%	19%	19%
English Learners	12	*	75%	25%	22%
Foster Youth	*	*	50%	50%	0%
Homeless	*	*	100%	0%	0%
Military	*	*	100%	0%	0%
Socioeconomically Disadvantaged	90	81	90%	10%	7%
Students Receiving Migrant Education Services	0	0	0%	100%	0%
Students with Disabilities	19	14	74%	26%	0%

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

Note: Asterisks (*) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

TABLE 18: CAASPP TEST RESULTS IN SCIENCE FOR ALL STUDENTS GRADES FIVE, EIGHT, AND HIGH SCHOOL PERCENTAGE OF STUDENTS MEETING OR EXCEEDING THE STATE STANDARD

Subject	School 2020-2021	School 2021-2022	State 2020-2021	State 2021-2022
Science (grades 5, 8 and high school)	16%	20.93%	28.72%	29.45%

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020-21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

**TABLE 19: CAASPP TEST RESULTS IN SCIENCE BY STUDENT GROUP
GRADES FIVE, EIGHT, AND HIGH SCHOOL / SCHOOL YEAR 2021-2022**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	52	43	83%	17%	21%
Female	25	18	72%	28%	28%
Male	27	25	93%	7%	16%
American Indian or Alaska Native	0	0	0%	100%	0%
Asian	0	0	0%	100%	0%
Black or African American	*	*	100%	0%	0%
Filipino	0	0	0%	100%	0%
Hispanic or Latino	38	30	79%	21%	17%
Native Hawaiian or Pacific Islander	*	*	100%	0%	0%
Two or More Races	*	*	100%	0%	100%
White	*	*	89%	11%	38%
English Learners	*	*	100%	0%	0%
Foster Youth	0	0	0%	100%	0%
Homeless	*	*	100%	0%	0%
Military	*	*	100%	0%	0%
Socioeconomically Disadvantaged	35	29	83%	17%	7%
Students Receiving Migrant Education Services	0	0	0%	100%	0%
Students with Disabilities	*	*	75%	25%	0%

Note: Asterisks (*) 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.

Career Technical Education (CTE) Programs School Year 2021-2022

Mission Academy continues to develop its Career Technical Education (CTE) program. The school recognizes the need to integrate core academic knowledge with technical skills as needed for today's modern workforce, and the school is committed to bringing students greater opportunities in developing these skills through their continued efforts in developing relationships with local businesses and community colleges.

The school offers several introductory CTE pathway courses, as well as soft skills and career preparation workshops and classes. New for the 20-21 school year was the offering of a Jobs for American Graduates (JAG) program, with a cohort of students who completed JAG requirements in an online platform. The school also has a graduation requirement in career readiness that all traditional graduates must meet through one of many options.

This table displays information about participation in the school's Career Technical Education (CTE) programs.

TABLE 21: CAREER TECHNICAL EDUCATION (CTE) PARTICIPATION SCHOOL YEAR 2021-2022

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.0%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	33.0%

UC/CSU Course Completion

Students are encouraged to take University of California/California State University (UC/CSU) preparatory courses, whether or not they plan to attend a four-year university. Students planning to attend a UC/CSU must pass each course with a grade of 'C' or better.

TABLE 22: COURSE ENROLLMENT/COMPLETION OF UNIVERSITY OF CALIFORNIA (UC) AND/OR CALIFORNIA STATE UNIVERSITY (CSU) ADMISSION REQUIREMENTS

UC/CSU Course Measure	Percent
2021-2022 Pupils Enrolled in Courses Required for UC/CSU Admission	94%
2020-2021 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

*Duplicate Count (one student can be enrolled in several courses).

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

Physical Fitness

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. Students who meet or exceed the standards in all six fitness areas are considered physically fit or in the "Healthy Fitness Zone" (HFZ).

TABLE 23: CALIFORNIA PHYSICAL FITNESS TEST 2021-2022 PERCENTAGE OF STUDENTS PARTICIPATING IN EACH OF THE FITNESS COMPONENTS

Grade	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
7	88.24%	88.24%	88.24%	88.24%	88.24%
9	46.10%	56.03%	56.03%	56.03%	56.03%

Note: Due to changes to the 2021-2022 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and asterisks (*) 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.

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

Opportunities for Parental Involvement School Year 2022-2023

Parents and guardians are integral to the success of the Mission Academy program. Mission Academy recognizes youth who have positive adult role models are more successful and healthier in adulthood. Mission Academy requires minor students to have parents notified for all contacts home and be invited to all weekly and quarterly progress meetings between the teacher and student. Parents receive reports from teachers regarding progress and student engagement in classes.

Mission Academy encourages parental involvement in policies and programs throughout the school year through the Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC), which meet quarterly. The PAC/ELAC advises planning, developing, implementing, and evaluating the school program, including finances and spending. Parents and educational partners are encouraged to participate and provide input in developing the Local Control and Accountability Plan (LCAP). Automated phone calls notify parents and web-based communications, including calls, emails, and text messages, are sent from teachers and administrators. Virtual Parent Conference events are held throughout the year to facilitate communication between parents, teachers, students, and community partners. Parents are encouraged to use the automated scheduling app or contact their student's teacher anytime to discuss their student's academic progress toward graduation.

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 & Graduation Rates

Mission Academy recognizes that many students who enroll are "at risk of dropping out," as they have already attended multiple schools or have a "Dashboard Alternative School Status" qualifier. Mission Academy emphasizes orientation and onboarding for new students, as well as early monitoring and interventions. Upon enrollment, students participate in a school-wide orientation, with a 1:1 follow-up. In the follow-up, their teacher prepares a Personalized Learning Plan, gathering important information about a student's academic and socio-emotional history and post-secondary plans. Students may enroll in a work readiness or computer literacy course to build the foundation for online success. Students meet with their teacher regularly to create and update this plan throughout the year to support academic planning, post-secondary goals, and post-secondary readiness.

Upon enrollment, students also participate in a diagnostic academic assessment in reading and mathematics. The assessments assist faculty and students/parents in understanding where the student is academically and plan for growth areas. More importantly, students receive interventions and skill-building needed to access grade-level material.



Assessment results, student/parent interviews, and transcript history ensure students are enrolled in academically appropriate courses. Access to free tutoring and teacher office hours serve as interventions for students.

However, when educational staff do witness a decline in the academic progress and/or engagement of a particular student, more specific and targeted interventions take place in progressive steps:

- Home Contact: A missed virtual meeting or lack of adequate academic progress within one week results in a call home (and written notification) from the student’s teacher;
- Preventative Meeting (PM): More than one virtual meeting or one week plus of inadequate academic progress results in a PM with the Student Retention Specialist (SRS), who meets with the student/parent and attempts to identify the reason for lack of effort, setting a SMART goal for improvement;
- Attendance Intervention Meeting (AIM): A pattern of missed meetings and/or lack of academic progress after a PM results in a formal AIM meeting. In this meeting, the parent or adult student meet with the Student Retention Specialist and other partners in education (teacher, parent, mentor) to discuss the legality of school attendance for minors, the skills necessary and requirements to stay enrolled in the school’s online program, and the real-life problems adults face as high school dropouts. Goals are once again established, and accountability checks are documented for following up and supporting the student to improve and be successful.
- Student Retention Meeting (SRM): After a continued lack of engagement and inadequate academic progress following an AIM, a final Student Retention Meeting (SRM) is scheduled. SRMs typically invite partners in education (student, parent,

teacher(s), mentor(s), SRS) and may also include the School Counselor, or School Administrator. When the student and parent meet with the SRM team, serious conversations take place about the appropriateness of online school and/or independent study for the student. School options, and the serious long-term consequences of dropping out of school are once again discussed. Students and parents are notified that failed improvement will result in a referral back to district and alternate school opportunities.

Note: The California Department of Education DataQuest system reports four-year cohort graduation and dropout numbers for 2020-2021. The one-year graduation rate is reported through the California School Dashboard and internal student information systems data was used in the chart below, because it was the most recently available source. The school is a Dashboard Alternative School Status (DASS), because the student population served is typically behind in credits. The tables display the most current data available. N/A is displayed when the school is new, or there is no data available to report, because the state did not report their data when this report was published.

Note: The California Department of Education DataQuest system reports the Four-Year Adjusted Cohort Rate (ACGR) for all regular high schools. However, the ACGR is not a match for our school, because we are an approved Dashboard Alternative School Status (DASS). We serve a student population who are typically behind in credits, and not likely to graduate on time in a regular school setting. As a DASS school, we report the one-year graduation rate, which is calculated internally or from the California School Dashboard. The tables display the most current data available. N/A means that data was not available at the time of publication.

To protect student privacy, data are suppressed (*), if the cell size is 10 or less.

TABLE 25: DROPOUT RATE AND GRADUATION RATE

Indicator	School Cohort 2019-2020	School Cohort 2020-2021	School Cohort 2021-2022	State Cohort 2019-2020	State Cohort 2020-2021	State Cohort 2021-2022
One-Year Cohort Drop Rate	13.0%	15.0%	6.4%	N/A	N/A	N/A
One-Year Cohort Grad Rate	93.9%	89.6%	97.0%	N/A	N/A	N/A
Four-Year Cohort Drop Rate	24.0%	39.6%	32.8%	8.9%	9.4%	N/A
Four-Year Cohort Grad Rate	12.3%	12.1%	30.6%	84.3%	83.6%	87.0%



**TABLE 26a: GRADUATION RATE BY STUDENT GROUP, ONE-YEAR DASS COHORT RATE
SCHOOL YEAR 2021-2022**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	95	92	97%
Female	54	54	100%
Male	40	37	93%
Non-Binary	*	*	100%
American Indian or Alaska Native	0	0	0%
Asian	*	*	100%
Black or African American	*	*	100%
Filipino	0	0	0%
Hispanic or Latino	61	58	95%
Native Hawaiian or Pacific Islander	0	0	0%
Two or More Races	*	*	100%
White	17	17	100%
English Learners	11	11	100%
Foster Youth	0	0	0%
Homeless	*	*	100%
Socioeconomically Disadvantaged	54	54	100%
Students Receiving Migrant Education Services	0	0	0%
Students with Disabilities	11	11	100%

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>.

To protect student privacy, data are suppressed (*), if the cell size is 10 or less. Data is N/A, not available, because the CDE did not provide for the student group.



**TABLE 26b: GRADUATION RATE BY STUDENT GROUP, FOUR-YEAR COHORT RATE
SCHOOL YEAR 2021-2022**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	180	55	30.6%
Female	88	36	40.9%
Male	91	18	19.8%
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Black or African American	20	*	20.0%
Filipino	*	*	*
Hispanic or Latino	113	32	28.3%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	*	*	*
White	32	15	46.9%
English Learners	22	11	50.0%
Foster Youth	14	0	0.0%
Homeless	20	*	20.0%
Socioeconomically Disadvantaged	164	45	27.4%
Students Receiving Migrant Education Services	*	*	*
Students with Disabilities	29	*	10.3%

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>.

To protect student privacy, data are suppressed (*), if the cell size is 10 or less. Data is N/A, not available, because the CDE did not provide for the student group.

Chronic Absenteeism

The current Chronic Absentee rate is not calculated in a manner applicable for non-classroom based DASS programs, as it does not reflect the nature of the students served. According to the CDE, students are determined to be chronically absent if they were eligible to be considered chronically absent at the selected level during the academic year; and, they were absent for 10% or more of the days they were expected to attend. Mission Academy follows all of the required CA State School Dashboard requirements.

**TABLE 27: CHRONIC ABSENTEEISM BY STUDENT GROUP
SCHOOL YEAR 2020-2021**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	718	649	452	69.60%
Female	366	329	208	63.20%
Male	344	313	240	76.70%
American Indian or Alaska	*	*	*	*
Asian	13	13	*	61.50%
Black or African American	88	81	56	69.10%
Filipino	*	*	*	*
Hispanic or Latino	447	403	282	70.00%
Native Hawaiian or Pacific Islander	*	*	*	*
Two or More Races	19	18	14	77.80%
White	127	110	74	67.30%
English Learner	74	73	49	67.10%
Foster Youth	22	22	20	90.90%
Homeless	31	30	24	80.00%
Socioeconomically Disadvantaged	513	490	354	72.20%
Students Receiving Migrant Ed	*	*	*	*
Students with Disabilities	129	115	93	80.90%

Note: An asterisk (*) appears 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.

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 & Expulsions

The table displays the suspension and expulsion rates at the school and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Additionally, please note that the suspension and expulsion rate for the state was not available at time of publication.

TABLE 28: SUSPENSIONS AND EXPULSIONS FOR SCHOOL YEAR 2019-2020 ONLY DATA COLLECTED BETWEEN JULY THROUGH FEBRUARY, PARTIAL SCHOOL YEAR DUE TO THE COVID-19 PANDEMIC

Rate	School 2019-2020	State 2019-2020
Suspensions	0.00%	2.50%
Expulsions	0.00%	0.05%

Note: The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

TABLE 29: SUSPENSIONS AND EXPULSIONS DATA COLLECTED BETWEEN JULY THROUGH JUNE, EACH FULL SCHOOL YEAR RESPECTIVELY

Rate	School 2020-2021	School 2021-2022	State 2020-2021	State 2021-2022
Suspensions	0.00%	0.00%	13.80%	N/A
Expulsions	0.00%	0.00%	0.00%	N/A

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

TABLE 30: SUSPENSIONS AND EXPULSIONS BY STUDENT GROUP SCHOOL YEAR 2021-2022

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

School Safety School Year 2022-2023

The safety of students and staff is always a concern for the school. The school staff monitors and promotes a safe, inclusive, and positive learning environment through communication with students during virtual meetings. Mission Academy's Safety Plan consists of the Injury and Illness Prevention Program, Emergency Procedures, and Section 4 of the Employee Handbook. Sponsoring School Districts ask for these safety programs as part of the charter's renewal process. MA reviews the School Safety Plans annually. The school safety plan was last updated and reviewed with school staff in December 2021.

D. OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Class Size

Due to the nature of independent study, class size distribution data is unavailable for this school.

Counseling & Support Staff School Year 2021-2022

The school seeks to assist students in their social, emotional, and personal development as well as academics. The school provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

The following is a list of support staff available to students at the school.

TABLE 38: RATIO OF PUPILS TO ACADEMIC COUNSELOR SCHOOL YEAR 2021-2022	
Title	Ratio
Pupils to Academic Counselor*	1:360

*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.

TABLE 39: STUDENT SUPPORT SERVICES STAFF SCHOOL YEAR 2021-2022	
Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.10
Speech/Language/Hearing Specialist	0.10
Resource Specialist (non-teaching)	0.00
Other	0.00

*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.

School Expenditures Fiscal Year 2020-2021

The table provides a comparison of the school's per pupil funding from unrestricted sources with other schools throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>.

For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

School Site Teacher Salaries Fiscal Year 2020-2021

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary throughout the state.

TABLE 40: EXPENDITURES PER PUPIL AND SCHOOL SITE TEACHER SALARIES FISCAL YEAR 2020-2021				
Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,565.00	\$892.00	\$10,673.00	\$73,620.00
State	N/A	N/A	\$13,846.00	\$61,890.00
Percent Difference School Site and State	N/A	N/A	-17.95%	17.31%

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

Types of Services Funded Fiscal Year 2021-2022

Utilizing all of the funding sources provided to the school, we provide the following programs for students:

- Special Education programs for SELPA, students with special needs
- English Language Development - support for students in English Language acquisition - instructional and support methods
- Tutoring support - one-on-one, walk-in, in-person, and virtual tutoring support
- General operations -services, materials, technology, salaries, benefits, and support to the general education

School Site Teacher Salaries Fiscal Year 2021-2022

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary throughout the state.

Category	LEA Amount	State Average for State In Same Category
Beginning Teacher Salary	\$75,000.00	\$50,126.00
Mid-Range Teacher Salary	\$80,000.00	\$61,890.00
Highest Teacher Salary	\$85,000.00	\$99,120.00
Average Principal Salary (High)	\$120,000.00	\$128,609.00
Superintendent Salary	\$157,500.00	\$145,986.00
Percent of Budget for Teacher Salaries	27.37%	26.75%
Percent of Budget for Administrative Salaries	10.48%	5.96%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Classes School Year 2021-2022

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*	0
Percent of Students in AP Courses: (Data Pulled from CALPADS)	0%

*Where there are student course enrollments of at least one student.

Professional Development

The school's certificated team members and administrators participate in ongoing professional development to improve program components, curriculum access, and instruction to improve student learning. Weekly team meetings, bi-weekly department collaboration, and monthly Professional Learning Community meetings consistently work toward improving student learning and teacher efficacy. These meetings focus

on a wide variety of topics, from strengthening pedagogy and content knowledge to differentiating curriculum and instruction to meet student needs to evaluating program components and student performance to inform the school's decisions in the future. Strong emphasis is placed on data analysis and targeting the unique needs of English Language special education students, and other special programs. The school's special education teachers receive specific department-wide annual training on new procedures and processes and effective instructional strategies for improving academic achievement.

Preliminary credentialed teachers participate in Induction through a partnership with the Riverside County Office of Education. Participating teachers are assigned an Induction Coach from their school program and participate in all required Induction activities. School administrators and teacher leaders participate in ongoing professional learning focusing on effective school leadership practices and instructional leadership.

The leadership team identifies schoolwide focus areas each year for professional development. The leadership team conducts and organizes large and small group staff development opportunities and ongoing instructional coaching to its teachers aimed at the school's needs. Topics covered through professional developments are based on the needs of the school, suggestions made by the staff through department meetings and staff surveys, and the collection and analysis of student achievement data.

Newly hired teachers are partnered with Lead Teacher and are provided with check-ins and job shadowing to familiarize them with the program and culture of the school.

In addition to ongoing professional development, the staff can participate in conferences and workshops such as California Charter Schools Association's Conferences, A-plus+, and local county offices of education training.

Trauma-informed practices are at the core of all professional development and team meetings. MA is proud to be Positive Adverse Childhood Experiences (ACES) trained in addition to coaching for executive function improvement and accountability. Restorative practices, positive communication methods, and growth-oriented culture promote improved student self-efficacy and relationships between school staff and students/parents.

Measure	2020-2021	2021-2022	2022-2023
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	52