

## 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 2025-2026

Mission Academy's school mission is to ready all graduates for post-secondary success by providing a flexible, equitable, high-quality, and personalized virtual learning program. Our vision is to empower students with an enthusiasm for lifelong learning and the G.R.I.T. needed to succeed in all post-high school pursuits.

## School Description and Profile School Year 2025-2026

Mission Academy is a free, 100% online public charter school serving students in grades 6-12. Our high school diploma program is fully accredited and NCAA-approved, and offers students:

- A safe, supportive online learning environment providing flexibility to meet students' individual learning goals.
- Fully-credentialed teachers; each dedicated to delivering high-quality instruction.
- A personalized learning approach that goes beyond academics, encouraging human connection, student agency, and personal growth.
- Guided mentorship and wrap-around support that empowers students to engage the resources within their community.
- High standards of academic achievement and ongoing post-secondary planning.

Mission Academy is home to a diverse student body with a range of post-secondary goals, from college to careers, and trades. Students choose Mission Academy for its accommodating learning opportunities, which enable them to reclaim credits, work autonomously, and successfully balance academics with extracurricular interests and responsibilities.

Mission Academy • Business Center Pkwy Ste. 101 Lancaster, CA 93535-4532 • (844) 788-3965

[www.missionacademy.elev8schools.org](http://www.missionacademy.elev8schools.org) • County-District-School (CDS) Code: 19-75309-0137786 • Grades: 6-12

**Principal:** Damaris Owens • [principal@missionacademyhs.org](mailto:principal@missionacademyhs.org) | **Area Superintendent:** Lindsay Reese



## School Enrollment

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

**TABLE 4: STUDENT ENROLLMENT BY GRADE LEVEL  
SCHOOL YEAR 2024-2025**

| Grade Level      | Number of Students |
|------------------|--------------------|
| Grade 6          | 3                  |
| Grade 7          | 18                 |
| Grade 8          | 59                 |
| Grade 9          | 223                |
| Grade 10         | 205                |
| Grade 11         | 139                |
| Grade 12         | 47                 |
| Total Enrollment | 694                |

Data provided by CDE

**TABLE 5: STUDENT ENROLLMENT BY STUDENT GROUP  
SCHOOL YEAR 2024-2025**

| Student Group                       | Percentage |
|-------------------------------------|------------|
| Female                              | 52%        |
| Male                                | 46%        |
| Non-Binary                          | 2%         |
| American Indian or Alaska           | 0%         |
| Asian                               | 2%         |
| Black or African American           | 7%         |
| Filipino                            | 1%         |
| Hispanic or Latino                  | 61%        |
| Native Hawaiian or Pacific Islander | 0%         |
| Two or More Races                   | 5%         |
| White                               | 21%        |
| English Learner                     | 12%        |
| Foster Youth                        | 1%         |
| Homeless                            | 6%         |
| Socioeconomically Disadvantaged     | 80%        |
| Students Receiving Migrant Ed       | 0%         |
| Students with Disabilities          | 19%        |

Data provided by CDE

## 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 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%           | 234,405      | 84%           |
| Intern Credentialed Holders Properly Assigned   | 0             | 0%             | 4,853        | 1.70%         |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA)                      | 0             | 0%             | 12,001       | 4.30%         |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)                         | 1             | 4%             | 11,953       | 4.30%         |
| Unknown   | 0             | 0%             | 864          | 0.30%         |
| Total Teaching Positions  | 28            | 100%           | 279,044      | 100%          |

Data provided by CDE for State and LEA for School.

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 2022–2023**

| Authorization/Assignment  | School Number | School Percent | State Number | State Percent |
|---|---------------|----------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 30            | 100%           | 231,142      | 83.24%        |
| Intern Credentialed Holders Properly Assigned   | 0             | 0%             | 5,566        | 2.00%         |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA)                      | 0             | 0%             | 14,938       | 5.38%         |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)                         | 15            | 100%           | 11,746       | 4.23%         |
| Unknown   | 0             | 0%             | 14,303       | 5.15%         |
| Total Teaching Positions  | 15            | 100%           | 277,698      | 100%          |

Data provided by CDE for State and LEA for School.

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.

**TABLE 8: TEACHER PREPARATION AND PLACEMENT SCHOOL YEAR 2023–2024**

| Authorization/Assignment  | School Number | School Percent | State Number | State Percent |
|---|---------------|----------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 30            | 100%           | 230,039      | 100%          |
| Intern Credentialed Holders Properly Assigned   | 0             | 0%             | 6,213        | 2.20%         |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA)                      | 1             | 3%             | 16,855       | 6.00%         |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)                         | 30            | 100%           | 12,112       | 4.30%         |
| Unknown   | 0             | 0%             | 13,705       | 4.90%         |
| Total Teaching Positions  | 30            | 100%           | 278,927      | 100%          |

Data provided by CDE for State and LEA for School.

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 9: TEACHERS WITHOUT CREDENTIALS AND MISASSIGNMENTS  
(CONSIDERED "INEFFECTIVE" UNDER ESSA)**

| Authorizations/Assignments                            | 2021-2022 Number | 2022-2023 Number | 2023-2024 Number |
|---|------------------|------------------|------------------|
| Permits and Waivers                                   | 0                | 0                | 0                |
| Misassignments  | 0                | 1                | 1                |
| Vacant Positions                                      | 0                | 0                | 6                |
| Total Teachers Without Credentials and Misassignments | 0                | 0                | 1                |

Data provided by LEA

**TABLE 10: CREDENTIALLED TEACHERS ASSIGNED OUT-OF-FIELD  
(CONSIDERED "OUT-OF-FIELD" UNDER ESSA)**

| Indicator  | 2021-2022 Number | 2022-2023 Number | 2023-2024 Number |
|--|------------------|------------------|------------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0                | 0                | 0                |
| Local Assignment Options                               | 1                | 14               | 455              |
| Total Out-of-Field Teachers                            | 1                | 15               | 30               |

Data provided by LEA

**TABLE 11: CLASS ASSIGNMENTS**

| Indicator  | 2021-2022 Percent | 2022-2023 Number | 2023-2024 Number |
|--|-------------------|------------------|------------------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0%                | 2%               | 2%               |
| 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%               |

Data provided by LEA

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 2025-2026

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 December 2025 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| <b>TABLE 12: QUALITY, CURRENCY, AVAILABILITY OF TEXTBOOK AND OTHER INSTRUCTIONAL MATERIALS SCHOOL YEAR 2025-2026 / YEAR AND MONTH IN WHICH THE DATA WERE COLLECTED: DECEMBER 2025</b> |  |   |  |
|---|--|---|--|
| <b>Subject</b>  | <b>Textbooks and Other Instructional Materials/year of Adoption</b>  | <b>From Most Recent Adoption?</b>   | <b>Percentage Students Lacking Own Assigned Copy</b> |
| Reading/Language Arts   | Middle School: StrongMind® Core English/ 2023<br>Middle School: Language Tree® ELL/ 2023<br>Middle School: Edmentum® ELL/ 2022<br>High School: StrongMind® Core English/ 2023<br>High School: Language Tree® ELL/ 2023<br>High School: Edge® ELL/ 2022<br>High School: Apex Learning® Core English (a-g)/ 2022 | 1 years<br>1 years<br>3 years<br>1 years<br>1 years<br>3 years<br>3 years | 0%   |
| Mathematics   | Middle School: StrongMind® Core Mathematics/ 2023<br>High School: StrongMind® Core Mathematics/ 2023<br>High School: Accelerate® Core Mathematics/ 2023<br>High School: Apex Learning® Core Mathematics (a-g)/ 2022  | 1 years<br>1 years<br>1 years<br>3 years                                  | 0%   |
| Science   | Middle School: StrongMind® Core Life and Physical Sciences/ 2023<br>High School: StrongMind® Core Life and Physical Sciences/ 2023<br>High School: Accelerate® Core Life and Physical Science/ 2023<br>High School: Apex Learning® Life and Physical Sciences (a-g)/ 2022                                      | 1 years<br>1 years<br>1 years<br>3 years                                  | 0%   |
| History-Social Science  | Middle School: StrongMind® Core Social-Sciences/ 2023<br>High School: StrongMind® Core Social-Sciences/ 2023<br>High School: Apex Learning® Social-Sciences (a-g)/ 2022  | 1 years<br>1 years<br>3 years   | 0%   |
| Foreign Language  | Middle School: StrongMind® Core Spanish/2023<br>High School: StrongMind® Core Spanish, French, American Sign Language/ 2023<br>Apex Learning® Spanish (a-g)/ 2022  | 1 years<br>1 years<br>3 years   | 0%   |
| Health  | Middle School: StrongMind® Health Education/ 2023<br>High School: StrongMind® Health Education/ 2023<br>Apex Learning® Health Opportunities through Physical Education (HOPE PE I, II)/ 2022   | 1 years<br>1 years<br>3 years   | 0%   |
| Visual and Performing Arts  | Middle School: StrongMind® Visual and Performing Arts/ 2023<br>High School: StrongMind® Visual and Performing Arts/ 2023<br>High School: Apex Learning® Visual and Performing Arts (a-g)/ 2022   | 1 years<br>1 years<br>3 years   | 0%   |
| Science Laboratory Equipment (grades 9-12)  | StrongMind® Supplemental Laboratory Science Kits/ 2023<br>Apex Learning® Supplemental Laboratory Science Kits/ 2022  | 1 years<br>3 years  | 0%   |

Data provided by LEA

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

## School Facility Conditions and Planned Improvements School Year 2024-2025

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

| TABLE 14: SCHOOL FACILITY GOOD REPAIR STATUS   DATE OF LAST INSPECTION: SEPTEMBER 2025<br>OVERALL SUMMARY OF SCHOOL FACILITY CONDITIONS: EXEMPLARY DATA COLLECTED: SEPTEMBER 2025 |           |           |           |  |
|---|-----------|-----------|-----------|--|
| 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  |

Data provided by LEA

### Overall Facility Rate • Year and month of the most recent inspection: September 2025

| TABLE 15: OVERALL RATING |      |      |      |  |
|--------------------------|------|------|------|--|
| Exemplary                | Good | Fair | Poor | Deficiency & Remedial Actions Taken or Planned |
| X                        |      |      |      |  |

Data provided by LEA

### 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 16: 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 2023-2024 | School 2024-2025 | State 2023-2024 | State 2024-2025 |
|--|------------------|------------------|-----------------|-----------------|
| English Language Arts/Literacy (Grades 3-8 and 11) | 23.55%           | 34.8%            | 47.04%          | 48.82%          |
| Mathematics (Grades 3-8 and 11)                    | 8.68%            | 28.5%            | 35.54%          | 37.30%          |

Data provided by CDE for State and LEA for School.

Note: To protect student privacy, an asterisk (\*) is used in the table when the cell size within a selected student population is ten or fewer.

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 17: 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 2024-2025**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 351              | 333           | 95%            | 5%                 | 34.2%                   |
| Female  | 191              | 182           | 95%            | 5%                 | 39.6%                   |
| Male  | 154              | 145           | 94%            | 6%                 | 26.2%                   |
| American Indian or Alaska Native              | *                | *             | 100%           | 0%                 | 100.0%                  |
| Asian   | *                | *             | 100%           | 0%                 | 33.3%                   |
| Black or African American                     | 20               | 19            | 95%            | 5%                 | 47.4%                   |
| Filipino                                      | *                | *             | 100%           | 0%                 | 33.3%                   |
| Hispanic or Latino                            | 233              | 224           | 96%            | 4%                 | 30.4%                   |
| Native Hawaiian or Pacific Islander           | *                | *             | *              | 100%               | *                       |
| Two or More Races                             | 22               | 20            | 91%            | 9%                 | 45.0%                   |
| White   | 69               | 63            | 91%            | 9%                 | 39.7%                   |
| English Learners                              | 40               | 37            | 93%            | 8%                 | 8.1%                    |
| Foster Youth                                  | *                | *             | 100%           | 0%                 | *                       |
| Homeless                                      | *                | *             | 90%            | 10%                | 33.3%                   |
| Military                                      | *                | *             | *              | 100%               | *                       |
| Socioeconomically Disadvantaged               | 268              | 250           | 93%            | 7%                 | 31.2%                   |
| Students Receiving Migrant Education Services | *                | *             | *              | 100%               | *                       |
| Students with Disabilities                    | 45               | 42            | 93%            | 7%                 | 14.3%                   |

Data provided by LEA

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: To protect student privacy, an asterisk (\*) is 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.

**TABLE 18: 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 2024-2025**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 353              | 333           | 94%            | 6%                 | 28.5%                   |
| Female  | 191              | 180           | 94%            | 6%                 | 29.4%                   |
| Male  | 156              | 147           | 94%            | 6%                 | 27.9%                   |
| American Indian or Alaska Native              | *                | *             | 100%           | 0%                 | 100.0%                  |
| Asian   | *                | *             | 100%           | 0%                 | *                       |
| Black or African American                     | 19               | 18            | 95%            | 5%                 | 33.3%                   |
| Filipino                                      | *                | *             | 100%           | 0%                 | *                       |
| Hispanic or Latino                            | 235              | 224           | 95%            | 5%                 | 25.5%                   |
| Native Hawaiian or Pacific Islander           | *                | *             | *              | 100%               | *                       |
| Two or More Races                             | 22               | 20            | 91%            | 9%                 | 30.0%                   |
| White   | 70               | 64            | 91%            | 9%                 | 39.1%                   |
| English Learners                              | 41               | 39            | 95%            | 5%                 | 25.6%                   |
| Foster Youth                                  | *                | *             | 100%           | 0%                 | *                       |
| Homeless                                      | *                | *             | 80%            | 20%                | 25.0%                   |
| Military                                      | *                | *             | *              | 100%               | *                       |
| Socioeconomically Disadvantaged               | 269              | 249           | 93%            | 7%                 | 26.9%                   |
| Students Receiving Migrant Education Services | *                | *             | *              | 100%               | *                       |
| Students with Disabilities                    | 46               | 42            | 91%            | 9%                 | 9.5%                    |

Data provided by LEA

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: To protect student privacy, an asterisk (\*) is 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.

**TABLE 19: 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 2023-2024 | School 2024-2025 | State 2023-2024 | State 2024-2025 |
|---------------------------------------|------------------|------------------|-----------------|-----------------|
| Science (grades 5, 8 and high school) | 14.58%           | 18.5%            | 30.70%          | 32.66%          |

Data provided by CDE for State and LEA for School.

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: To protect student privacy, an asterisk (\*) is 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.

**TABLE 20: CAASPP TEST RESULTS IN SCIENCE BY STUDENT GROUP  
GRADES FIVE, EIGHT, AND HIGH SCHOOL / SCHOOL YEAR 2024-2025**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 124              | 119           | 96%            | 4%                 | 18.5%                   |
| Female  | 68               | 65            | 96%            | 4%                 | 23.1%                   |
| Male  | 56               | 54            | 96%            | 4%                 | 13.0%                   |
| American Indian or Alaska Native              | *                | *             | *              | 100%               | *                       |
| Asian   | *                | *             | 100%           | 0%                 | 100.0%                  |
| Black or African American                     | *                | *             | 88%            | 13%                | 42.9%                   |
| Filipino                                      | *                | *             | 100%           | 0%                 | *                       |
| Hispanic or Latino                            | 96               | 93            | 97%            | 3%                 | 16.1%                   |
| Native Hawaiian or Pacific Islander           | *                | *             | *              | 100%               | *                       |
| Two or More Races                             | *                | *             | 100%           | 0%                 | *                       |
| White   | 15               | 14            | 93%            | 7%                 | 21.4%                   |
| English Learners                              | 19               | 19            | 100%           | 0%                 | 15.8%                   |
| Foster Youth                                  | *                | *             | 100%           | 0%                 | *                       |
| Homeless                                      | *                | *             | 67%            | 33%                | 50.0%                   |
| Military                                      | *                | *             | *              | 100%               | *                       |
| Socioeconomically Disadvantaged               | 99               | 94            | 95%            | 5%                 | 17.0%                   |
| Students Receiving Migrant Education Services | *                | *             | *              | 100%               | *                       |
| Students with Disabilities                    | 19               | 18            | 95%            | 5%                 | *                       |

Data provided by LEA

Note: To protect student privacy, an asterisk (\*) is used in the table when the cell size within a selected student population is ten or fewer.

### Career Technical Education (CTE) Programs School Year 2024-2025

Mission Academy provides CTE pathway coursework in Child Development & Family Services. We also offer multiple opportunities to develop soft skills and engage in career preparation through workshops, 1:1 post-secondary planning, and elective class offerings. Another opportunity students have to engage in career technical education is our Jobs for American Graduates (JAG National) program, which guides students through online coursework across 10 key competency areas to enhance their readiness for the workforce. This includes mentorship and 12-month post-secondary follow up.

The school offers CTE courses that include Computer Applications (Apex), Health Education (Apex), and Business Applications (Apex). Many of our student participate in the Workforce Innovation Opportunity Act (WIOA).

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

**TABLE 22: CAREER TECHNICAL EDUCATION (CTE)  
PARTICIPATION SCHOOL YEAR 2024-2025**

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE   | 192                       |
| Number of Pupils Participating in WIOA  | 209                       |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma  | 11.10%                    |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 33.30%                    |

Data provided by CDE and LEA

## UC/CSU Course Completion

### 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/>.

Students are encouraged to take University of California/ California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a ‘C’.

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.

| 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 | 3.08%   |

Data provided by CDE

### 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).

| 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     | 12.80%                        | 12.80%  | 12.80%   | 12.80%   | 8.50%                    |
| 9     | 10.80%                        | 11.20%  | 11.20%   | 11.20%   | 11.20%                   |

Data provided by LEA

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, an asterisk (\*) is used in the table when the cell size within a selected student population is ten or fewer.

## 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 2025-2026

The active involvement of parents, caregivers, and guardians is crucial for the success of Mission Academy. Mission Academy understands that having positive adult role models supporting students significantly contributes to the future success and well-being of our youth. In our program, we ensure that minor students’ parents are consistently informed, involved, and engaged. Parents have access to students’ course progress through the LMS, receive group text messages, weekly school newsletters, and attend quarterly progress meetings with teachers. They can schedule meetings with school staff through a bookings app or by calling the school at any time. They are also invited to participate in our Parent Advisory group (PAC) that meets every six weeks, and English Learner Advisory Committee (ELAC) that convenes quarterly. Parents provide valuable input in planning, implementing, and evaluating various aspects of the school program. Parents and educational partners actively contribute to reviewing the Local Control and Accountability Plan through PAC and ELAC, school-wide surveys, and feedback opportunities throughout the year. A full-time Parent Liaison position works to continuously improve parent engagement and partnership in our program.



### 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. 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. Note: To protect student privacy, an asterisk (\*) is used in the table when the cell size within a selected student population is ten or fewer.

| <b>TABLE 26: DROPOUT RATE AND GRADUATION RATE</b> |                                |                                |                                |                               |                               |                               |
|---|--------------------------------|--------------------------------|--------------------------------|-------------------------------|-------------------------------|-------------------------------|
| <b>Indicator</b>                                  | <b>School Cohort 2022-2023</b> | <b>School Cohort 2023-2024</b> | <b>School Cohort 2024-2025</b> | <b>State Cohort 2022-2023</b> | <b>State Cohort 2023-2024</b> | <b>State Cohort 2024-2025</b> |
| One-Year Cohort Drop Rate                         | 6.0%                           | 12.7%                          | 8.3%                           | N/A                           | N/A                           | N/A                           |
| One-Year Cohort Grad Rate                         | 92.0%                          | 96.0%                          | 99.0%                          | N/A                           | N/A                           | N/A                           |
| Four-Year Cohort Drop Rate                        | 36.6%                          | 26.79%                         | 27.9%                          | 8.2%                          | 8.9%                          | 8.0%                          |
| Four-Year Cohort Grad Rate                        | 23.6%                          | 29.5%                          | 32.5%                          | 86.2%                         | 86.4%                         | 87.5%                         |

Data provided by CDE for State and LEA for School.

| <b>TABLE 27a: GRADUATION RATE BY STUDENT GROUP, ONE-YEAR DASS COHORT RATE<br/>SCHOOL YEAR 2024-2025</b> |                                     |                                   |                               |
|---|-------------------------------------|-----------------------------------|-------------------------------|
| <b>Student Group</b>  | <b>Number of Students in Cohort</b> | <b>Number of Cohort Graduates</b> | <b>Cohort Graduation Rate</b> |
| All Students  | 218                                 | 215                               | 99%                           |
| Female  | 124                                 | 121                               | 98%                           |
| Male  | 88                                  | 88                                | 100%                          |
| Non-Binary  | *                                   | *                                 | 100%                          |
| American Indian or Alaska Native  | *                                   | *                                 | *                             |
| Asian   | *                                   | *                                 | 100%                          |
| Black or African American   | 20                                  | 20                                | 100%                          |
| Filipino  | *                                   | *                                 | 100%                          |
| Hispanic or Latino  | 130                                 | 129                               | 99%                           |
| Native Hawaiian or Pacific Islander   | *                                   | *                                 | 100%                          |
| Two or More Races   | 11                                  | 11                                | 100%                          |
| White   | 40                                  | 39                                | 98%                           |
| English Learners  | 19                                  | 19                                | 100%                          |
| Foster Youth  | *                                   | *                                 | 100%                          |
| Homeless  | 17                                  | 17                                | 100%                          |
| Socioeconomically Disadvantaged   | 135                                 | 134                               | 99%                           |
| Students Receiving Migrant Education Services   | *                                   | *                                 | *                             |
| Students with Disabilities  | 29                                  | 29                                | 100%                          |

Data provided by LEA

The one-year graduation rate reflects the CDE rate for DASS schools, and the data above is from PowerBI.

Note: To protect student privacy, an asterisk (\*) is used in the table when the cell size within a selected student population is ten or fewer.



**TABLE 27b: GRADUATION RATE BY STUDENT GROUP, FOUR-YEAR COHORT RATE  
SCHOOL YEAR 2024-2025**

| <b>Student Group</b>                          | <b>Number of Students in Cohort</b> | <b>Number of Cohort Graduates</b> | <b>Cohort Graduation Rate</b> |
|---|-------------------------------------|-----------------------------------|-------------------------------|
| All Students                                  | 308                                 | 100                               | 32.5%                         |
| Female  | 147                                 | 52                                | 35.4%                         |
| Male  | 155                                 | 46                                | 29.7%                         |
| Non-Binary                                    | *                                   | *                                 | *                             |
| American Indian or Alaska Native              | *                                   | *                                 | *                             |
| Asian   | *                                   | *                                 | *                             |
| Black or African American                     | 38                                  | 11                                | 28.9%                         |
| Filipino                                      | *                                   | *                                 | *                             |
| Hispanic or Latino                            | 147                                 | 43                                | 29.3%                         |
| Native Hawaiian or Pacific Islander           | *                                   | *                                 | *                             |
| Two or More Races                             | *                                   | *                                 | *                             |
| White   | 90                                  | 31                                | 34.4%                         |
| English Learners                              | 42                                  | 15                                | 35.7%                         |
| Foster Youth                                  | 14                                  | *                                 | 14.3%                         |
| Homeless                                      | 39                                  | 13                                | 33.3%                         |
| Socioeconomically Disadvantaged               | 266                                 | 86                                | 32.3%                         |
| Students Receiving Migrant Education Services | *                                   | *                                 | *                             |
| Students with Disabilities                    | 68                                  | 18                                | 26.5%                         |

Data provided by CDE

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, an asterisk (\*) is used in the table when the cell size within a selected student population is ten or fewer.

## 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 28: CHRONIC ABSENTEEISM BY STUDENT GROUP SCHOOL YEAR 2024-2025**

| Student Group                       | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-------------------------------------|-----------------------|---|---------------------------|--------------------------|
| All Students                        | 1525                  | 1387                                    | 903                       | 65.1%                    |
| Female                              | 798                   | 729                                     | 469                       | 64.3%                    |
| Male                                | 702                   | 634                                     | 420                       | 66.2%                    |
| Non-Binary                          | *                     | 24                                      | 14                        | 58.3%                    |
| American Indian or Alaska           | *                     | *                                       | *                         | *                        |
| Asian                               | 24                    | 23                                      | 17                        | 73.9%                    |
| Black or African American           | 141                   | 125                                     | 85                        | 68.0%                    |
| Filipino                            | *                     | *                                       | *                         | *                        |
| Hispanic or Latino                  | 894                   | 818                                     | 525                       | 64.2%                    |
| Native Hawaiian or Pacific Islander | *                     | *                                       | *                         | *                        |
| Two or More Races                   | 58                    | 54                                      | 35                        | 64.8%                    |
| White                               | 359                   | 320                                     | 211                       | 65.9%                    |
| English Learner                     | 196                   | 176                                     | 132                       | 75.0%                    |
| Foster Youth                        | 18                    | 17                                      | 14                        | 82.4%                    |
| Homeless                            | 76                    | 75                                      | 56                        | 74.7%                    |
| Socioeconomically Disadvantaged     | 1163                  | 1063                                    | 699                       | 65.8%                    |
| Students Receiving Migrant Ed       | *                     | *                                       | *                         | *                        |
| Students with Disabilities          | 283                   | 259                                     | 188                       | 72.6%                    |

Data provided by CDE

Note: To protect student privacy, an asterisk (\*) is used in the table when the cell size within a selected student population is ten or fewer.

### 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 29: SUSPENSIONS AND EXPULSIONS   |                  |                  |                  |                 |                 |                 |
|--|------------------|------------------|------------------|-----------------|-----------------|-----------------|
| DATA COLLECTED BETWEEN JULY THROUGH JUNE, EACH FULL SCHOOL YEAR RESPECTIVELY |                  |                  |                  |                 |                 |                 |
| Rate   | School 2022-2023 | School 2023-2024 | School 2024-2025 | State 2022-2023 | State 2023-2024 | State 2024-2025 |
| Suspensions  | 0.0%             | 0.0%             | 0.0%             | 3.6%            | 3.3%            | 2.9%            |
| Expulsions   | 0.0%             | 0.0%             | 0.0%             | 0.1%            | 0.1%            | 0.1%            |

Data provided by CDE for State and LEA for School.

Note: To protect student privacy, an asterisk (\*) is used in the table when the cell size within a selected student population is ten or fewer.

| TABLE 30: SUSPENSIONS AND EXPULSIONS BY STUDENT GROUP |                  |                 |
|---|------------------|-----------------|
| SCHOOL YEAR 2024-2025                                 |                  |                 |
| Student Group   | Suspensions Rate | Expulsions Rate |
| All Students  | 0.0%             | 0.0%            |
| Female  | 0.0%             | 0.0%            |
| Male  | 0.0%             | 0.0%            |
| Non-Binary  | 0.0%             | 0.0%            |
| American Indian or Alaska                             | 0.0%             | 0.0%            |
| Asian   | 0.0%             | 0.0%            |
| Black or African American                             | 0.0%             | 0.0%            |
| Filipino  | 0.0%             | 0.0%            |
| Hispanic or Latino                                    | 0.0%             | 0.0%            |
| Native Hawaiian or Pacific Islander                   | 0.0%             | 0.0%            |
| Two or More Races                                     | 0.0%             | 0.0%            |
| White   | 0.0%             | 0.0%            |
| English Learner                                       | 0.0%             | 0.0%            |
| Foster Youth  | 0.0%             | 0.0%            |
| Homeless  | 0.0%             | 0.0%            |
| Socioeconomically Disadvantaged                       | 0.0%             | 0.0%            |
| Students Receiving Migrant Ed                         | 0.0%             | 0.0%            |
| Students with Disabilities                            | 0.0%             | 0.0%            |

Data provided by CDE

Note: To protect student privacy, an asterisk (\*) is used in the table when the cell size within a selected student population is ten or fewer.

## School Safety School Year 2025-2026

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 2025.

## 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 2024-2025

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 2024-2025 |       |
|---|-------|
| Title   | Ratio |
| Pupils to Academic Counselor*   | 1:231 |

Data provided by LEA

\*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 2024-2025 |                                   |
|--|-----------------------------------|
| Title  | Number of FTE* Assigned to School |
| Counselor (Academic, Social/Behavioral or Career Development)  | 3.10                              |
| Library Media Teacher (Librarian)                              | 0.00                              |
| Library Media Services Staff (Paraprofessional)                | 0.00                              |
| Psychologist   | 1.60                              |
| Social Worker  | 1.00                              |
| Nurse  | 0.90                              |
| Speech/Language/Hearing Specialist                             | 0.50                              |
| Resource Specialist (non-teaching)                             | 7.60                              |
| Other  | 25.10                             |

Data provided by LEA

\*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.

\*\*"Other" category is for all other student support services staff positions not listed.

## School Expenditures Fiscal Year 2023-2024

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 2023-2024

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 2023-2024 |                              |                                     |                                       |                        |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
| School Site   | 14,792.59                    | 1,521.95                            | 13,270.64                             | 86,875                 |
| State   | N/A                          | N/A                                 | 20,281.45                             | 101,084.00             |
| Percent Difference School Site and State  | N/A                          | N/A                                 | -31.30%                               | -15.12%                |

Data provided by LEA

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

### Types of Services Funded Fiscal Year 2024-2025

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 2023-2024

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 42: TEACHER AND ADMINISTRATIVE SALARIES FISCAL YEAR 2023-2024 |            |  |
|---|------------|--|
| Category  | LEA Amount | State Average for State In Same Category |
| Beginning Teacher Salary  | 79,500.00  | 59,531.00                                |
| Mid-Range Teacher Salary  | 90,100.00  | 95,178.00                                |
| Highest Teacher Salary  | 100,700.00 | 118,880.00                               |
| Average Principal Salary (High)                                     | 132,500.00 | 163,784.00                               |
| Superintendent Salary   | 191,562.50 | 227,673.00                               |
| Percent of Budget for Teacher Salaries                              | 28.83%     | 26.91%                                   |
| Percent of Budget for Administrative Salaries                       | 6.75%      | 5.63%                                    |

Data provided by LEA

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 2024-2025

| TABLE 43: ADVANCED PLACEMENT (AP) COURSES SCHOOL YEAR 2024-2025          |                               |
|--|-------------------------------|
| 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                             |
| <b>Percent of Students in AP Courses:<br/>(Data Pulled from CALPADS)</b> | 0.00%                         |

Data provided by CDEe

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

## Professional Development

The school's team members and administrators regularly participate in ongoing professional development with a focus on increasing meaningful student learning, self-agency, and social-emotional development. Dedicated time is set aside for staff professional development throughout the school year. These sessions focus on a wide variety of topics aimed at strengthening pedagogy, content knowledge, and trauma-resilient educational methods to meet the needs of the school's diverse learners. Special emphasis is placed on targeting the unique needs of English language learners, special education students, and under-performing sub-groups. With a focus on continued improvement, staff participate in regularly scheduled Professional Learning Communities in which they come together in teams to analyze student data to better inform and drive decisions that will improve student achievement. Newly hired team members participate in school-wide onboarding and on-the-job specialized training for the purpose of familiarizing them with the mission and vision of the school, and with the requirements for their specific scope of work. This includes a multi-part module series of synchronous and asynchronous learning activities facilitated by leads, mentors and administrators within the school. Staff participate in Trauma Resilient Educational Communities training and certification. Preliminary-credentialed teachers are provided opportunity to clear their credential through an induction partnership with a local county office of education and experienced Mission Academy teacher mentors. In addition to ongoing professional development opportunities offered within the school, team members also participate in professional learning conferences such as CCSA, CSDC, APLUS, and attend other educational and wellness-focused opportunities for educators.

| TABLE 44: PROFESSIONAL DEVELOPMENT  |           |           |           |
|---|-----------|-----------|-----------|
| Measure   | 2023-2024 | 2024-2025 | 2025-2026 |
| Number of school days dedicated to Staff Development and Continuous Improvement | 32        | 34        | 34        |

Data provided by LEA