

# Mission Community Day School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Mission Community Day School
<b>Street</b>	1128 S. Dairy Ave.
<b>City, State, Zip</b>	Corcoran
<b>Phone Number</b>	(559) 992-8885
<b>Principal</b>	John Arriola
<b>E-mail Address</b>	johnarriola@corcoranunified.com
<b>Web Site</b>	<a href="http://kingslake.corcoranunified.com/">http://kingslake.corcoranunified.com/</a>
<b>CDS Code</b>	16638910122820

<b>District Contact Information</b>	
<b>District Name</b>	Corcoran Joint Unified School District
<b>Phone Number</b>	(559) 992-8888
<b>Superintendent</b>	Rich Merlo
<b>E-mail Address</b>	rmerlo@corcoranunified.com
<b>Web Site</b>	<a href="http://www.corcoranunified.com">http://www.corcoranunified.com</a>

### School Description and Mission Statement (School Year 2016-17)

Mission Community Day School is located on the Kings Lake Education Center campus along with Kings Lake Continuation High School, Corcoran Adult School and the Corcoran District's Independent Study Program. We also offer Evening English as a Second Language (ESL) classes and Citizenship classes. The Assistant Principal of Alternative Education, Mr. John Arriola, supervises the schools and courses listed above.

The Mission of Mission Community Day School is to increase student achievement, provide safe schools and promote a positive climate. Taking the California State Standards Test, the California Assessment of Student Performance and Progress along with our own district and school site assessments guides the instruction of our Mission Community Day School students. These Periodic assessments show the progress and challenges of each student in a timely manner, allowing the teacher the opportunity to focus on each student's specific areas of strength and need. Our teachers use both formative and summative assessments to monitor and guide student growth and success.

### Student Enrollment by Grade Level (School Year 2015-16)

<b>Grade Level</b>	<b>Number of Students</b>
Grade 7	2
Grade 8	6
Grade 9	3
Grade 10	2
Grade 12	3
<b>Total Enrollment</b>	<b>16</b>

### Student Enrollment by Group (School Year 2015-16)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	100
Native Hawaiian or Pacific Islander	0
White	0
Two or More Races	0
Socioeconomically Disadvantaged	81.3
English Learners	37.5
Students with Disabilities	18.8
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	2	2	2	145
Without Full Credential	0	0	0	28
Teaching Outside Subject Area of Competence (with full credential)	0	0		0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.7	1.3
High-Poverty Schools in District	98.7	1.3
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program.

Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: November 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell	Yes	0
Mathematics	Glencoe	Yes	0
Science	CPO/Glencoe	Yes	0
History-Social Science	Holt	Yes	0
Foreign Language	McDougal Littel	Yes	0
Health	Prentice Hall	Yes	0
Visual and Performing Arts	Glencoe	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Corcoran Unified School District does not receive "Williams" repair funds for Kings Lake Education Center, the site where Mission Community Day School is housed. Therefore, it is not required to have an intensive inspection. The district does monitor the condition the campus, it's schools and facilities and makes or schedules maintenance and repairs as needed. The facility is in "Exemplary" status overall. The facilities are clean, safe and functional and in "Good Repair".

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: October 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	0		21	29	44	48
Mathematics	0		11	14	34	36

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.

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded

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

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

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

#### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded

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

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

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

### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	--	--	--	31	36	35	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>				

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

### Career Technical Education Programs (School Year 2015-16)

N/A

### Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	N/A
<b>% of pupils completing a CTE program and earning a high school diploma</b>	N/A
<b>% of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	N/A

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
<b>2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	57.14
<b>2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2016-17)

Mission Community Day School communicates with parents in a variety of ways including campus events, written notices, phone calls, emails, district and school websites and newsletters. We have an open door policy and welcome parents to stop by any time. Due to the nature of instruction at Mission Community Day School, parents are encouraged to get involved in their child's education. We ask parents to ensure that students have their assignments completed and that they arrive at school and classes regularly and on time as scheduled. The teachers are encouraged to contact the parents in multiple ways with updates of their student's academic progress, attendance and behavior on a regular basis.

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

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	100.00	66.70	100.00	18.70	23.70	33.50	11.40	11.50	10.70
Graduation Rate	.00	.00	.00	76.68	73.06	65.61	80.44	80.95	82.27

#### Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	36.4	31.6	8.0	7.5	6.4	4.4	3.8	3.7
Expulsions	2.3	0.0	5.3	0.1	0.7	0.3	0.1	0.1	0.1

## School Safety Plan (School Year 2016-17)

Mission Community Day School uses the district's adopted safety Manual, Crisis Management Plan for Schools. The Crisis Management Plan for Schools addresses the various crises that could possibly occur at schools. The plan outlines the responsibilities of the school and the district. As a campus, the staff meets to discuss the following areas: crisis organization and the duties of the staff, campus crisis intervention, medical procedures, violence and crime procedures, faculty emergencies and all related emergencies that may arise.

Safety updates are reviewed and discussed with the staff at staff meetings throughout the school year.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+

Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English				5	10			20	1			
Mathematics	12	12		4	5			20	1			
Science				4	4			20	1			
Social Science				4	6			20	1			

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	
Counselor (Social/Behavioral or Career Development)	.1	N/A
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (Paraprofessional)	N/A	N/A
Psychologist	.1	N/A
Social Worker	N/A	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	N/A	N/A
Resource Specialist	N/A	N/A
Other	N/A	N/A

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

\*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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8010	2106	5994	\$55,092
District	N/A	N/A	5994	\$65,618
Percent Difference: School Site and District	N/A	N/A	0.0	-16.0
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	5.6	-18.2

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

**Types of Services Funded (Fiscal Year 2015-16)**

Mission Community utilizes various textbooks from multiple publishers. Edgenuity is an online software used to expand our selection of A-G courses. Another online program used is IXL, it is used for intervention in the subjects of math and English. Accelerated Reader through Renaissance Learning is used to create interest and growth in the students' reading and skills. Accelerated Reader is also used for intervention. The Fast Track Reading Program by McGraw Hill is also used for reading intervention. In order to assist our English Learners we use the Edge Program through Hampton-Brown and National Geographic. We also use Rosetta Stone with our English Learners.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,439	\$42,063
Mid-Range Teacher Salary	\$66,390	\$64,823
Highest Teacher Salary	\$88,255	\$84,821
Average Principal Salary (Elementary)	\$108,889	\$101,849
Average Principal Salary (Middle)	\$113,520	\$107,678
Average Principal Salary (High)	\$107,072	\$115,589
Superintendent Salary	\$143,575	\$169,152
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	6%	6%

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

**Advanced Placement (AP) Courses (School Year 2015-16)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
<b>Computer Science</b>		N/A
<b>English</b>		N/A
<b>Fine and Performing Arts</b>		N/A
<b>Foreign Language</b>		N/A
<b>Mathematics</b>		N/A
<b>Science</b>		N/A
<b>Social Science</b>		N/A
<b>All courses</b>		

Cells with N/A values do not require data.

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

**Professional Development (Most Recent Three Years)**

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

The teachers at Mission Community Day School and our Kings Lake Education Center campus participate in four-day staff development training at the beginning of the school year. Additionally staff development and professional learning communities (PLC) meet on Wednesdays throughout the year; there is a special Wednesday schedule for the allowance and planning of this time. Coaching, teacher-principal meetings, student performance data, PLC meetings, our county office of education, trainings and conferences all are part of our ongoing professional development.