

**Mission Community Day  
School Accountability Report Card  
Reported Using Data from the 2013-14 School Year  
Published During 2014-15**

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

**About This School**

**Contact Information (Most Recent Year)**

School Contact Information	
School Name	Mission Community Day
Street	1128 S. Dairy Ave.
City, State, Zip	Corcoran
Phone Number	(559) 992-8885
Principal	Keith Airheart
E-mail Address	kairheart@corcoranunified.com
CDS Code	16638910122820

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

### School Description and Mission Statement (Most Recent Year)

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 Director of Alternative Education, Mr. Keith Airheart, 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 2013-14)

Grade Level	Number of Students
Grade 7	4
Grade 8	8
Grade 9	3
Grade 10	2
Grade 11	6
Grade 12	1
Total Enrollment	24

#### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	4.2
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	91.7
Native Hawaiian or Pacific Islander	0.0
White	4.2
Two or More Races	0.0
Socioeconomically Disadvantaged	100.0
English Learners	33.3
Students with Disabilities	12.5

## 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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	2	2	2	2
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	97.41	2.59
High-Poverty Schools in District	97.41	2.59
Low-Poverty Schools in District	0.00	0.00

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 2014-15)

Year and month in which data were collected: November, 2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell	No	0
Mathematics	Glencoe	No	0
Science	CPO/Glencoe	No	0
History-Social Science	Holt	No	0
Foreign Language	McDougal Littell	No	0
Health	Prentice Hall	No	0
Visual and Performing Arts	Glencoe	No	0
Science Laboratory Equipment (grades 9-12)	CPO	No	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 "Good" 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 in which data were collected: 10/13/2013				
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)**

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[X]	[ ]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

### California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>				48	36	32	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
<b>All Students in the LEA</b>	32
<b>All Student at the School</b>	
<b>Male</b>	
<b>Female</b>	
<b>Black or African American</b>	
<b>American Indian or Alaska Native</b>	
<b>Asian</b>	
<b>Filipino</b>	
<b>Hispanic or Latino</b>	
<b>Native Hawaiian or Pacific Islander</b>	
<b>White</b>	
<b>Two or More Races</b>	
<b>Socioeconomically Disadvantaged</b>	
<b>English Learners</b>	
<b>Students with Disabilities</b>	
<b>Students Receiving Migrant Education Services</b>	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

**Standardized Testing and Reporting Results for All Students (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts			10	38	40	36	54	56	55
Mathematics				38	35	31	49	50	50
History-Social Science				37	36	31	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

**Academic Performance Index Ranks (Three-Year Comparison)**

API Rank	2010-11	2011-12	2012-13
Statewide			
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

**Academic Performance Index Growth by Student Group (Three-Year Comparison)**

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

**Career Technical Education Programs (School Year 2013-14)**

N/A

**Career Technical Education Participation (School Year 2013-14)**

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

**Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	

**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 English, mathematics, and physical education.

**California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts				42	30	40	56	57	56
Mathematics				46	39	40	58	60	62

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.

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	60	22	18	60	28	12
All Students at the School		0		0		
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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 (Most Recent Year)

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate			100.0			18.7	14.7	13.1	11.4
Graduation Rate			0.00	88.96	87.27	76.68	77.14	78.87	80.44

#### Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			



## 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Suspensions</b>	32.6	25.0	2.3	11.0	10.0	8.0	5.7	5.1	4.4
<b>Expulsions</b>	0.0	2.8	0.0	0.2	0.2	0.1	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

### School Safety Plan (Most Recent Year)

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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
<b>Made AYP Overall</b>		
<b>Met Participation Rate: English-Language Arts</b>		
<b>Met Participation Rate: Mathematics</b>		
<b>Met Percent Proficient: English-Language Arts</b>		
<b>Met Percent Proficient: Mathematics</b>		
<b>Met Graduation Rate (if applicable)</b>		

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2012-2013
<b>Year in Program Improvement*</b>		Year 2
<b>Number of Schools Currently in Program Improvement</b>	---	5
<b>Percent of Schools Currently in Program Improvement</b>	---	71.4

Note: Cells with "---" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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

Subject	2011-12			2012-13			2013-14					
	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												
Mathematics				9	6			12	12			
Science												
Social Science												

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 2013-14)**

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

Note: Cells with "---" 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 2012-13)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	N/A	N/A	N/A	41,367.
District	---	---	N/A	\$62,750
Percent Difference: School Site and District	---	---		
State	---	---	\$4,690	\$63,037
Percent Difference: School Site and State	---	---		

Note: Cells with "---" do not require data.

## Types of Services Funded (Fiscal Year 2013-14)

### Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,180	\$38,920
Mid-Range Teacher Salary	\$61,829	\$59,803
Highest Teacher Salary	\$82,192	\$78,096
Average Principal Salary (Elementary)	\$102,184	\$95,836
Average Principal Salary (Middle)	\$108,115	\$99,849
Average Principal Salary (High)	\$113,326	\$107,599
Superintendent Salary	\$144,000	\$151,912
Percent of Budget for Teacher Salaries	38	37
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 Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

Note: Cells with "----" do not require data.

\* Where there are student course enrollments.

### Professional Development

Professional development is ongoing to ensure that 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.

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