

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 2021-22)

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

School Description and Profile (School Year 2021-22)

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

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

San Diego Mission Academy • 9512 Chesapeake Dr. San Diego, CA 92123-1305 • (844) 788-3965
www.sdmissionacademy.org • County-District-School (CDS) Code: 37-75416-0138651 • Grades: 6-12
Principal: Jenna Unis • principal@sdmissionacademy.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 2020-21)**

Grade Level	Number of Students
Grade 6	1
Grade 7	1
Grade 8	5
Grade 9	47
Grade 10	56
Grade 11	30
Grade 12	23
Total Enrollment	163

**TABLE 5: STUDENT ENROLLMENT BY STUDENT GROUP
(SCHOOL YEAR 2020-21)**

Student Group	Percentage
Female	54.6%
Male	45.4%
Non-Binary	0.0%
American Indian or Alaska Native	2.5%
Asian	2.5%
Black or African American	11.7%
Filipino	0.6%
Hispanic or Latino	46.6%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	3.7%
White	31.9%
English Learners	9.2%
Foster Youth	0.6%
Homeless	9.2%
Migrant	0.0%
Socioeconomically Disadvantaged	68.1%
Students with Disabilities	19.6%

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 2019-20)

Authorization/Assignment	School Number	School Percent	State Number	State Percentage
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12	100%	23,750	Exceptions 93% Appropriate Assignments 7%
Intern Credentialed Holders Properly Assigned	0	0%	Information Not Available	Information Not Available
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	43,278	Exceptions 63% Misassignments 37%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	7	58%	N/A	N/A
Unknown	N/A	N/A	N/A	N/A
Total Teaching Positions	12	100%	Information Not Available	Information Not Available

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 to 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 7: TEACHERS WITHOUT CREDENTIALS AND MISASSIGNMENTS (CONSIDERED "INEFFECTIVE" UNDER ESSA) (SCHOOL YEAR 2019-20)

Authorizations/Assignments	Number
Permits and Waivers	0
Misassignments	4
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	4

TABLE 9: CLASS ASSIGNMENTS (SCHOOL YEAR 2019-2020)

Indicator	Number
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8%
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%

TABLE 8: CREDENTIALLED TEACHERS ASSIGNED OUT-OF-FIELD (CONSIDERED "OUT-OF-FIELD" UNDER ESSA) (SCHOOL YEAR 2019-2020)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	33
Total Out-of-Field Teachers	7

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 2020-21)

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

If needed, students were provided with the technology (laptops, hotspots) that they need to access curriculum, complete work and be successful in the program.

The table displays information collected in December 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school

TABLE 10: QUALITY, CURRENCY, AVAILABILITY OF TEXTBOOK AND OTHER INSTRUCTIONAL MATERIALS (SCHOOL YEAR 2021-2022)			
YEAR AND MONTH IN WHICH THE DATA WERE COLLECTED: DECEMBER 2021			
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percentage Students Lacking Own Assigned Copy
Reading/Language Arts	Apex Learning® Core English (a-g)/2020	2 years	0%
Mathematics	Apex Learning® Core Mathematics (a-g)/2020	2 years	0%
Science	Apex Learning® Life and Physical Sciences (a-g)/2020	2 years	0%
History-Social Science	Apex Learning® Social-Sciences (a-g)/2020	2 years	0%
Foreign Language	Apex Learning® Spanish (a-g)/2020	2 years	0%
Health	Apex Learning® Health Opportunities through Physical Education (HOPE PE I, II)/2020	2 years	0%
Visual and Performing Arts	Apex Learning® Visual and Performing Arts (a-g)/2020	2 years	0%
Science Laboratory Equipment (grades 9-12)	Apex Learning® supplemental laboratory science kits/2020	2 years	0%

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

School Facility Conditions and Planned Improvements (School Year 2021-22)

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

TABLE 12: SCHOOL FACILITY GOOD REPAIR STATUS DATE OF LAST INSPECTION: DECEMBER 2021				
OVERALL SUMMARY OF SCHOOL FACILITY CONDITIONS: EXEMPLARY DATA COLLECTED: DECEMBER 2021				
System Inspected	Rate Good	Rate Fair	Rate Poor	Deficiency & Remedial Actions Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	N/A	N/A	N/A
Interior: Interior Surfaces	N/A	N/A	N/A	N/A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	N/A	N/A	N/A
Electrical: Electrical	N/A	N/A	N/A	N/A
Restrooms/Fountains: Restrooms, Sinks/Fountains	N/A	N/A	N/A	N/A
Safety: Fire Safety, Hazardous Materials	N/A	N/A	N/A	N/A
Structural: Structural Damage, Roofs	N/A	N/A	N/A	N/A
External: Playground/ School Grounds, Windows/Doors/ Gates/Fences	N/A	N/A	N/A	N/A

Overall Facility Rate • Year and month of the most recent inspection: December 2021

TABLE 13: OVERALL RATING			
Exemplary	Good	Fair	Poor
X			

Overall Summary of School Facility Conditions: Exemplary

B. PUPIL OUTCOMES

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for Mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020-2021 School Year Only**
Where it was the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
 - o Aligned with CA CCSS for ELA and mathematics;
 - o Available to students in grades 3 through 8, and grade 11; and
 - o Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - o Smarter Balanced ELA and mathematics summative assessments;
 - o Other assessments meeting the SBE criteria; or
 - o Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **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

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TABLE 14: 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 2019-2020	School 2020-2021	State 2019-2020	State 2020-2021
English Language Arts/Literacy (Grades 3-8 and 11)	N/A	N/A	N/A	N/A
Mathematics (Grades 3-8 and 11)	N/A	N/A	N/A	N/A

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

Note: The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

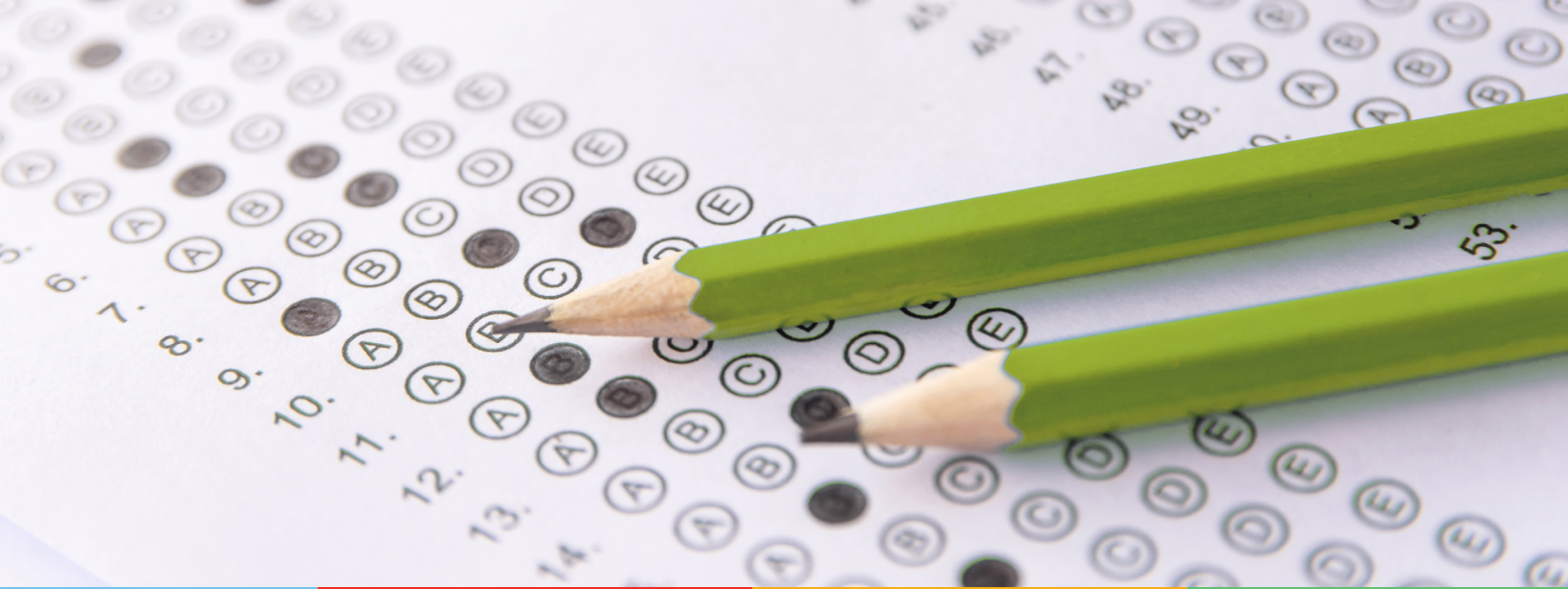


TABLE 15: CAASPP TEST RESULTS IN ELA BY STUDENT GROUP FOR STUDENTS TAKING AND COMPLETING A STATE-ADMINISTERED ASSESSMENT GRADES THREE THROUGH EIGHT AND GRADE ELEVEN (SCHOOL YEAR 2020-2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	42	28	67%	33%	21%
Female	21	14	67%	33%	21%
Male	21	14	67%	33%	21%
American Indian or Alaska Native	*	0	100%	0%	0%
Asian	*	*	100%	0%	100%
Black or African American	*	*	60%	40%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	20	12	60%	40%	33%
Native Hawaiian or Pacific Islander	*	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	14	12	86%	14%	8%
English Learners	*	*	100%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	*	*	100%	0%	0%
Military	*	*	100%	0%	50%
Socioeconomically Disadvantaged	22	15	68%	32%	27%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	16	*	63%	37%	10%

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: 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.

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

TABLE 16: 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 2020-2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	42	28	67%	33%	11%
Female	21	15	71%	29%	7%
Male	21	13	62%	38%	15%
American Indian or Alaska Native	*	0	0%	100%	0%
Asian	*	*	100%	0%	0%
Black or African American	*	*	80%	20%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	20	12	60%	40%	25%
Native Hawaiian or Pacific Islander	*	0	0%	100%	0%
Two or More Races	0	0	0%	0%	0%
White	14	11	79%	21%	0%
English Learners	*	*	75%	25%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	*	*	100%	0%	0%
Military	*	*	100%	0%	50%
Socioeconomically Disadvantaged	22	15	68%	32%	7%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	16	*	56%	44%	11%

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: 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.

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

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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.

Note: The school did not administer a local assessment during the 2019-2020 school year due to COVID-19.

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 2019-2020	School 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8 and high school)	N/A	38%	N/A	Information Not Available

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

Note: For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

**TABLE 20: CAASPP TEST RESULTS IN SCIENCE BY STUDENT GROUP
GRADES FIVE, EIGHT, AND HIGH SCHOOL (SCHOOL YEAR 2020-2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	14	13	93%	7%	38%
Female	*	*	100%	0%	25%
Male	*	*	90%	10%	44%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	*	*	100%	0%	0%
Filipino	*	*	100%	0%	0%
Hispanic or Latino	*	*	100%	0%	50%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	*	*	83%	17%	40%
English Learners	*	*	100%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	*	*	100%	0%	0%
Socioeconomically Disadvantaged	*	*	100%	0%	57%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	*	*	100%	0%	0%

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

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

Career Technical Education (CTE) Programs (School Year 2020-21)

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

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

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

TABLE 22: CAREER TECHNICAL EDUCATION (CTE) PARTICIPATION (SCHOOL YEAR 2020-2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100%

UC/CSU Course Completion

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

TABLE 23: COURSE ENROLLMENT/COMPLETION OF UNIVERSITY OF CALIFORNIA (UC) AND/OR CALIFORNIA STATE UNIVERSITY (CSU) ADMISSION REQUIREMENTS

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	95.71%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0%

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

State Priority: Pupil Engagement

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 six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

The table displays the percent of students at the school meeting fitness standards by grade level, for the most recent testing period. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019-2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the table. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

TABLE 24: CALIFORNIA PHYSICAL FITNESS TEST RESULTS (SCHOOL YEAR 2020-2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported.

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 2021-22)

Parents and guardians are an integral part of the San Diego Mission Academy program's success. San Diego Mission Academy recognizes that the more positive adult role models in a youth's life, the more successful and healthier that youth will be in adulthood. San Diego Mission Academy requires parents are copied and notified on all minor contact, and they are invited to weekly and quarterly progress meetings teachers hold with students. Parents receive reports from teachers regarding progress and student engagement in classes.

San Diego Mission Academy encourages parental involvement in policies and programs throughout the school year through our Parent Advisory Committee and English Learner Advisory Committee which meet quarterly. The Parent Advisory Committee provides advice in planning, developing, implementing, and evaluating our school program, including finances and spending. Parents and stakeholders are encouraged to participate in the development of the Local Control and Accountability Plan (LCAP), and they are asked to provide input on the progress of the LCAP throughout the year. Parents are notified by automated phone calls, and web-based communications, including calls, emails, and text messages, sent from teachers and administrators. Parents may contact the school at if interested in attending quarterly PAC or ELAC meetings as well. Virtual Parent Conferences events are also held during the school year to facilitate communication and program understanding for and between parents, teachers, students, and community partners. Parents are encouraged to use our automated scheduling app or contact teachers anytime to meet regarding their child's academic progress towards graduation.

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

San Diego 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. As such, San Diego Mission Academy places importance on 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, as well as post-secondary plans. Students may enroll in a work readiness or computer literacy course to build the foundation for online school success. They meet with their teacher regularly to build upon and update this plan throughout the year to support academic planning, post-secondary goals, and post-secondary readiness.

Students also participate in a diagnostic academic assessment in reading and mathematics upon enrollment. The assessments assist faculty and students/parents in understanding where the student is at academically, to plan for areas of growth. More importantly, students receive interventions and skill-building needed to access grade-level material, and assessment results, combined with student/parent interview, and transcript history ensure students are not enrolling in courses too far removed from their current academic abilities. Access to free tutoring and teacher office hours also serve as interventions for students. Together, early interventions are intended to prevent more critical interventions later on.

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 one year dropout rates up to 2017 and one year graduation rates determined through the California School Dashboard. The school is a Dashboard Alternative Status School (DASS) as a result of the student population served. The tables display the most current data available. N/A is displayed when the school is new and there is no data available to report.

TABLE 26: DROPOUT RATE AND GRADUATION RATE (ONE-YEAR DASS COHORT RATE)

Indicator	School 1-Year Cohort Rate 2018-2019	School 1-Year Cohort Rate 2019-2020	School 1-Year Cohort Rate 2020-2021	State 4-Year Cohort Rate 2018-2019	State 4-Year Cohort Rate 2019-2020	State 4-Year Cohort Rate 2020-2021
Dropout Rate	N/A	15.3%	14.3%	9.0%	8.9%	N/A
Graduation Rate	N/A	69.2%	87.9%	84.5%	84.3%	N/A

**TABLE 27: GRADUATION RATE BY STUDENT GROUP (ONE-YEAR DASS COHORT RATE)
(SCHOOL YEAR 2020-2021)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	32	28	87.5%
Female	15	14	93.3%
Male	17	14	82.4%
Non-Binary	*	*	0%
American Indian or Alaska Native	*	*	0%
Asian	*	*	100%
Black or African American	*	*	100%
Filipino	0	0	0%
Hispanic or Latino	*	*	88.9%
Native Hawaiian or Pacific Islander	*	*	100%
Two or More Races	*	0	0
White	15	13	86.7%
English Learners	*	*	100%
Foster Youth	0	0	0%
Homeless	*	*	83.3%
Socioeconomically Disadvantaged	13	12	92.3%
Students Receiving Migrant Education Services	0	0	0%
Services with Disabilities	*	*	100%

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

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

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. San Diego Mission Academy follows all of the required CA State School Dashboard requirements.

**TABLE 28: CHRONIC ABSENTEEISM BY STUDENT GROUP
SCHOOL YEAR 2020-2021**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	229	203	151	74.4%
Female	103	93	64	68.8%
Male	126	110	87	79.1%
Non-Binary	*	*	*	*
American Indian or Alaska Native	*	*	*	60%
Asian	*	*	*	50%
Black or African American	23	20	15	75%
Filipino	*	*	*	100%
Hispanic or Latino	108	93	72	77.4%
Native Hawaiian or Pacific Islander	*	*	*	100%
Two or More Races	11	11	*	81.8%
White	74	67	47	70.1%
English Learners	20	18	16	88.9%
Foster Youth	*	*	*	100%
Homeless	19	17	13	76.5%
Socioeconomically Disadvantaged	152	136	105	77.2%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A
Services with Disabilities	43	35	33	91.7%

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

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. Due to the COVID-19 pandemic, the 2019-2020 suspensions and expulsions rate data are not comparable to prior year data. Since there was no in-person learning for the entire 2019-2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019-2020 school year to the rates in prior school years. 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 2018-2019	School 2020-2021	State 2018-2019	State 2020-2021
Suspension	0%	0%	3.5%	N/A
Expulsion	0%	0%	0.1%	N/A

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

TABLE 30: SUSPENSIONS AND EXPULSIONS FOR SCHOOL YEAR 2019-2020 ONLY (DATA COLLECTED BETWEEN JULY THROUGH FEBRUARY, PARTIAL SCHOOL YEAR DUE TO THE COVID-19 PANDEMIC)		
Rate	School 2019-2020	State 2019-2020
Suspension	0%	2.5%
Expulsion	0%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

**TABLE 31: SUSPENSIONS AND EXPULSIONS BY
STUDENT GROUP
(SCHOOL YEAR 2020-2021)**

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

School Safety (School Year 2021-22)

The safety of students and staff is always a concern for the school, even virtually. School staff monitor and promote a safe, inclusive and positive learning environment through their communication and virtual meetings with students. San Diego Mission Academy's Safety Plan consists of our Injury and Illness Prevention Program, Emergency Procedures and Section 4 of our Employee Handbook. Sponsoring School Districts ask for these safety programs as part of our charter's renewal process. We review our School Safety Plans annually and update them when necessary. The school safety plan was last updated and reviewed with school staff in December 2021.

D. OTHER SARC INFORMATION

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

Class Size

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

Counseling & Support Staff (School Year 2020-2021)

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 39: RATIO OF PUPILS TO ACADEMIC COUNSELOR (SCHOOL YEAR 2020-2021)	
Title	Ratio
Pupils to Academic Counselor*	1:163

*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 40: STUDENT SUPPORT SERVICES STAFF (SCHOOL YEAR 2020-2021)	
Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

School Expenditures (Fiscal Year 2019-20)

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 to the district in August 2018 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 2019-2020)

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 41: EXPENDITURES PER PUPIL AND SCHOOL SITE TEACHER SALARIES (FISCAL YEAR 2019-2020)				
Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,451.00	\$925.00	\$15,526.00	\$76,272.00
State	N/A	N/A	\$13,2628.66	\$65,131.00
Percent Difference School Site and State	N/A	N/A	22.10%	7.28%

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

Types of Services Funded (Fiscal Year 2020-2021)

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 2019-20)

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 43: TEACHER AND ADMINISTRATIVE SALARIES (FISCAL YEAR 2019-2020)		
Category	LEA Amount	State Average for State In Same Category
Beginning Teacher Salary	\$75,000.00 (clear credential)	\$47,995.00
Mid-Range Teacher Salary	\$80,000.00	\$65,131.00
Highest Teacher Salary	\$85,000.00	\$99,908.00
Average Principal Salary (High)	\$120,000.00	\$129,582.00
Superintendent Salary	\$157,500.00	\$140,551.00
Percent of Budget for Teacher Salaries	29.37%	22.63%
Percent of Budget for Administrative Salaries	6.74%	5.04%

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 2020-2021)

TABLE 44: ADVANCED PLACEMENT (AP) COURSES (SCHOOL YEAR 2020-2021)	
PERCENT OF STUDENTS IN AP COURSES: 1.23%	
Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	2

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

Professional Development

The school's certificated team members and administrators participate in ongoing professional development to improve program components, curriculum access, and instruction, so as to improve student learning. Weekly team meetings, bi-weekly department collaboration, and monthly Professional Learning Community meetings consistently work toward improving student learning and teacher efficacy. These meetings focus on a wide variety of topics, from those aimed at strengthening pedagogy and content knowledge, to differentiating curriculum and instruction to meet student needs, to evaluating program components and student performance to inform the school's decisions in the future. Strong emphasis is placed on data analysis and targeting the unique needs of English Language

Learners, Special Education students, and other students who fall into state-designated special programs.

The school's special education teachers receive specific department-wide annual training on new procedures and processes, as well as effective instructional strategies for improving academic achievement.

New teachers who are preliminarily credentialed participate in Induction through San Diego Mission Academy's partnership with the Riverside County Office of Education. Participating teachers are assigned an Induction Coach from their school program and participate in all required Induction activities over the course of two years.

School administrators and teacher leaders (the "Leadership Team") participate in ongoing professional learning with the focus of effective school leadership practices and instructional leadership. The Leadership Team identifies school-wide focuses for professional development and takes the lead in conducting or organizing large and small group staff development opportunities and ongoing instructional coaching to the team, aimed always at improving school culture and academic performance to provide a successful post-secondary transition for students. Topics covered through professional developments are based on the needs of the school, suggestions made by the school staff through department meetings and/or staff surveys, and through the collection and analysis of data indicating school needs and/or needed changes. Newly hired teachers complete an orientation process with the Lead Teachers and are provided with check-ins and job shadowing for the purpose of familiarizing them to the program and culture of the school.

In addition to ongoing professional development opportunities offered locally, staff also participate in the California Charter Schools Association's annual CCSA Conferences, annual A-plus+ conferences, and other conferences sponsored by local county offices of education as needed and requested.

Trauma-Informed practices are at the core of all professional development and team meetings. The San Diego Mission Academy team is proud to be trained in Positive Adverse Childhood Experiences (ACES) knowledge, as well as coaching for executive function improvement and accountability. Restorative practices, positive communication methods, and growth-oriented culture promotes improved self-efficacy for students and better relationships between school staff and students/parents.

TABLE 45: PROFESSIONAL DEVELOPMENT			
Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15