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 2023-2024

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

School Description and Profile School Year 2023-2024

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

- A safe, flexible, supportive virtual learning environment designed to fit any schedule.

- Fully-credentialed teachers; each dedicated to delivering high-quality virtual instruction.

- Personalized learning plans and multimodal learning opportunities for all students .

- Wrap-around support from caring professionals using a "whole-student" approach.

- High standards of academic achievement and ongoing post-secondary planning.

San Diego Mission Academy is home to a diverse student body, encompassing high achievers with college aspirations, including some qualifying for NCAA athletics. However, the majority of our students opt for SDMA due to its accommodating learning opportunities, which enable them to reclaim credits, work autonomously, and manage their extracurricular responsibilities effectively.

School Enrollment

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

TABLE 4: STUDENT ENROLLMENT BY GRADE LEVEL SCHOOL YEAR 2022-2023	
Grade Level	**Number of Students**
Grade 6	0
Grade 7	0
Grade 8	7
Grade 9	41
Grade 10	44
Grade 11	44
Grade 12	15
Total Enrollment	151

TABLE 5: STUDENT ENROLLMENT BY STUDENT GROUP SCHOOL YEAR 2022-2023	
Student Group	**Percentage**
Female	48%
Male	51%
Non-Binary	1%
American Indian or Alaska	6%
Asian	1%
Black or African American	9%
Filipino	1%
Hispanic or Latino	42%
Native Hawaiian or Pacific Islander	0%
Two or More Races	7%
White	23%
English Learner	13%
Foster Youth	1%
Homeless	3%
Socioeconomically Disadvantaged	64%
Students Receiving Migrant Ed	0%
Students with Disabilities	15%

A. CONDITIONS OF LEARNING

State Priority: Basic

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

• Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

• Pupils have access to standards-aligned instructional materials; and

• School facilities are maintained in good repair

Teacher Assignment

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

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

TABLE 6: TEACHER PREPARATION AND PLACEMENT SCHOOL YEAR 2020–2021				
Authorization/Assignment	**School Number**	**School Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13	100%	228,324	83.1%
Intern Credentialed Holders Properly Assigned	0	0%	4,121	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	11,265	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	12,089	4.4%
Unknown	0	0%	2,747	1.0%
Total Teaching Positions	13	100%	274,759	100%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

TABLE 7: TEACHER PREPARATION AND PLACEMENT SCHOOL YEAR 2021–2022				
Authorization/Assignment	**School Number**	**School Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10	100%	N/A	N/A
Intern Credentialed Holders Properly Assigned	0	0%	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2	20%	N/A	N/A
Unknown	0	0%	N/A	N/A
Total Teaching Positions	10	100%	N/A	N/A

Note: The data in this table is based on FTE status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Misassignments & Vacancies

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

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

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

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

Indicator	2020-2021 Number	2021-2022 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	0	2
Total Out-of-Field Teachers	0	2

TABLE 10: CLASS ASSIGNMENTS

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Textbooks & Instructional Materials
School Year 2022-2023

San Diego Mission Academy is an online school and does not use textbooks in the traditional sense. The entire curriculum library and resources are online, and each student can access 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 are provided with a laptop and hotspot to access the curriculum, complete work, and be successful in the program.

The table displays information collected in November 2023 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school

TABLE 11: QUALITY, CURRENCY, AVAILABILITY OF TEXTBOOK AND OTHER INSTRUCTIONAL MATERIALS SCHOOL YEAR 2023-2024 / YEAR AND MONTH IN WHICH THE DATA WERE COLLECTED: NOVEMBER 2023			
Subject	**Textbooks and Other Instructional Materials/year of Adoption**	**From Most Recent Adoption?**	**Percentage Students Lacking Own Assigned Copy**
Reading/Language Arts	Middle School: StrongMind® Core English/ 2023 Middle School: Language Tree® ELL/ 2023 Middle School: Edmentum® ELL/ 2022 High School: StrongMind® Core English/ 2023 High School: Language Tree® ELL/ 2023 High School: Edge® ELL/ 2022 High School: Apex Learning® Core English (a-g)/ 2022	0 years 0 years 3 years 0 years 0 years 3 years 3 years	0%
Mathematics	Middle School: StrongMind® Core Mathematics/ 2023 High School: StrongMind® Core Mathematics/ 2023 High School: Accelerate® Core Mathematics/ 2023 High School: Apex Learning® Core Mathematics (a-g)/ 2022	0 years 0 years 0 years 3 years	0%
Science	Middle School: StrongMind® Core Life and Physical Sciences/ 2023 High School: StrongMind® Core Life and Physical Sciences/ 2023 High School: Accelerate® Core Life and Physical Science/ 2023 High School: Apex Learning® Life and Physical Sciences (a-g)/ 2022	0 years 0 years 0 years 3 years	0%
History-Social Science	Middle School: StrongMind® Core Social-Sciences/ 2023 High School: StrongMind® Core Social-Sciences/ 2023 High School: Apex Learning® Social-Sciences (a-g)/ 2022	0 years 0 years 3 years	0%
Foreign Language	Middle School: StrongMind® Core Spanish/2023 High School: StrongMind® Core Spanish, French, American Sign Language/ 2023 Apex Learning® Spanish (a-g)/ 2022	0 years 0 years 3 years	0%
Health	Middle School: StrongMind® Health Education/ 2023 High School: StrongMind® Health Education/ 2023 Apex Learning® Health Opportunities through Physical Education (HOPE PE I, II)/ 2022	0 years 0 years 3 years	0%
Visual and Performing Arts	Middle School: StrongMind® Visual and Performing Arts/ 2023 High School: StrongMind® Visual and Performing Arts/ 2023 High School: Apex Learning® Visual and Performing Arts (a-g)/ 2022	0 years 0 years 3 years	0%
Science Laboratory Equipment (grades 9-12)	StrongMind® Supplemental Laboratory Science Kits/ 2023 Apex Learning® Supplemental Laboratory Science Kits/ 2022	0 years 3 years	0%

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

School Facility Conditions and Planned Improvements School Year 2023-2024

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

TABLE 13: SCHOOL FACILITY GOOD REPAIR STATUS	DATE OF LAST INSPECTION: OCTOBER 2023 OVERALL SUMMARY OF SCHOOL FACILITY CONDITIONS: EXEMPLARY DATA COLLECTED: OCTOBER 2023			
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: October 2023

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

Overall Summary of School Facility Conditions: Exemplary

B. PUPIL OUTCOMES

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.

2. **Smarter Balanced Summative Assessments and CAAs for Mathematics** in grades three through eight and grade eleven.

3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

TABLE 15: CAASPP TEST RESULTS IN ELA AND MATHEMATICS FOR ALL STUDENTS GRADES THREE THROUGH EIGHT AND GRADE ELEVEN TAKING AND COMPLETING A STATE-ADMINISTERED ASSESSMENT PERCENT OF STUDENTS MEETING OR EXCEEDING THE STATE STANDARD				
Subject	School 2021-2022	School 2022-2023	State 2021-2022	State 2022-2023
English Language Arts/Literacy (Grades 3-8 and 11)	27.08%	40.00%	47.06%	46.66%
Mathematics (Grades 3-8 and 11)	6.38%	12.50%	33.38%	34.62%

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

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

TABLE 16: CAASPP TEST RESULTS IN ELA BY STUDENT GROUP FOR STUDENTS TAKING AND COMPLETING A STATE-ADMINISTERED ASSESSMENT
GRADES THREE THROUGH EIGHT AND GRADE ELEVEN SCHOOL YEAR 2022-2023

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	70	65	93%	7%	40%
Female	34	33	97%	3%	39%
Male	34	30	88%	12%	40%
American Indian or Alaska Native	*	*	100%	0%	50%
Asian	*	*	100%	0%	0%
Black or African American	*	*	100%	0%	33%
Filipino	*	*	0%	100%	0%
Hispanic or Latino	26	24	92%	8%	50%
Native Hawaiian or Pacific Islander	*	*	0%	100%	0%
Two or More Races	13	12	92%	8%	50%
White	19	17	89%	11%	24%
English Learners	*	*	100%	0%	0%
Foster Youth	*	*	0%	100%	0%
Homeless	*	*	100%	0%	0%
Military	*	*	80%	20%	0%
Socioeconomically Disadvantaged	44	41	93%	7%	34%
Students Receiving Migrant Education Services	*	*	0%	100%	0%
Students with Disabilities	*	*	90%	10%	22%

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

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

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

TABLE 17: CAASPP TEST RESULTS IN MATHEMATICS BY STUDENT GROUP FOR STUDENTS TAKING AND COMPLETING A STATE-ADMINISTERED ASSESSMENT
GRADES THREE THROUGH EIGHT AND GRADE ELEVEN SCHOOL YEAR 2022-2023

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	70	64	91%	9%	13%
Female	34	33	97%	3%	6%
Male	34	29	85%	15%	14%
American Indian or Alaska Native	*	*	100%	0%	50%
Asian	*	*	100%	0%	0%
Black or African American	*	*	100%	0%	11%
Filipino	*	*	0%	100%	0%
Hispanic or Latino	26	24	92%	8%	4%
Native Hawaiian or Pacific Islander	*	*	0%	100%	0%
Two or More Races	13	12	92%	8%	17%
White	19	16	84%	16%	19%
English Learners	*	*	100%	0%	0%
Foster Youth	*	*	0%	100%	0%
Homeless	*	*	100%	0%	0%
Military	*	*	80%	20%	0%
Socioeconomically Disadvantaged	44	41	93%	7%	7%
Students Receiving Migrant Education Services	*	*	0%	100%	0%
Students with Disabilities	*	*	90%	10%	0%

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

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

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

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

Subject	School 2021-2022	School 2022-2023	State 2021–2022	State 2022-2023
Science (grades 5, 8 and high school)	16.67%	16.67%	29.45%	30.18%

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

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer. Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

TABLE 19: CAASPP TEST RESULTS IN SCIENCE BY STUDENT GROUP GRADES FIVE, EIGHT, AND HIGH SCHOOL / SCHOOL YEAR 2022-2023					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	12	12	100%	0%	17%
Female	*	*	100%	0%	33%
Male	*	*	100%	0%	0%
American Indian or Alaska Native	*	*	100%	0%	0%
Asian	*	*	0%	100%	0%
Black or African American	*	*	100%	0%	0%
Filipino	*	*	0%	100%	0%
Hispanic or Latino	*	*	100%	0%	0%
Native Hawaiian or Pacific Islander	*	*	0%	100%	0%
Two or More Races	*	*	100%	0%	100%
White	*	*	100%	0%	25%
English Learners	*	*	100%	0%	0%
Foster Youth	*	*	0%	100%	0%
Homeless	*	*	100%	0%	100%
Military	*	*	0%	100%	0%
Socioeconomically Disadvantaged	11	11	100%	0%	9%
Students Receiving Migrant Education Services	*	*	0%	100%	0%
Students with Disabilities	*	*	100%	0%	0%

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

Career Technical Education (CTE) Programs School Year 2022-2023

San Diego Mission Academy provides a range of introductory CTE pathways courses, as well as opportunities to develop soft skills and engage in career preparation through workshops and classes. One of these courses is Jobs for American Graduates (JAG), which collaborates with students, guiding them through online coursework across 10 key competency areas to enhance their readiness for the workforce. These competencies encompass project-based learning, summer employment training, student-led leadership development and experience, job and post-secondary education placement services, and continued support with a 12-month follow-up program. The school offers CTE courses that include Computer Applications (Apex), Health Education (Apex), and Business Applications (Apex)

The school also has a graduation requirement in career readiness that all traditional graduates must meet through one of many options.

TABLE 21: CAREER TECHNICAL EDUCATION (CTE) PARTICIPATION SCHOOL YEAR 2022-2023	
Measure	CTE Program Participation
Number of Pupils Participating in CTE	34
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	0%

UC/CSU Course Completion

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

TABLE 22: COURSE ENROLLMENT/COMPLETION OF UNIVERSITY OF CALIFORNIA (UC) AND/OR CALIFORNIA STATE UNIVERSITY (CSU) ADMISSION REQUIREMENTS	
UC/CSU Course Measure	**Percent**
2022-2023 Pupils Enrolled in Courses Required for UC/CSU Admission	100%
2021-2022 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject area of physical education

Physical Fitness

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

TABLE 23: CALIFORNIA PHYSICAL FITNESS TEST 2022-2023 PERCENTAGE OF STUDENTS PARTICIPATING IN EACH OF THE FITNESS COMPONENTS					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Truck Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	16.70%	16.70%	16.70%	16.70%	16.70%
9	18.60%	20.30%	20.30%	20.30%	20.30%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

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

C. ENGAGEMENT

State Priority: Parental Involvement

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

• Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement School Year 2023-2024

The active involvement of parents and guardians is crucial for the success of San Diego Mission Academy. San Diego Mission Academy understands that having positive adult role models significantly contributes to the future success and well-being of youth. In our program, we ensure that minor students' parents are consistently informed, involved, and engaged. Parents are notified about every communication sent home and are invited to attend weekly and quarterly progress meetings between teachers and students. These meetings include teacher reports on the student's progress and engagement in classes. Our program promotes parental participation throughout the school year through the Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC). These committees convene quarterly to provide valuable input in planning, developing, implementing, and evaluating various aspects of the school program, including financial decisions. We encourage parents and educational partners to actively contribute to the development of the Local Control and Accountability Plan. To ensure effective communication, we employ automated phone calls and web-based tools such as emails and text messages, sent by teachers and administrators. Throughout the year, we organize virtual parent conference events, fostering open lines of communication between parents, teachers, students, and community partners. Parents have the convenience of using an automated scheduling app or contacting their child's teacher at any time to discuss their academic progress and journey toward graduation.

State Priority: Pupil Engagement

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

• High school dropout rates;

• High school graduation rates; and

• Chronic Absenteeism.

Dropout & Graduation Rates

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. San Diego Mission Academy emphasizes orientation and onboarding for new students, as well as early monitoring and interventions. Upon enrollment, students participate in a school-wide orientation, with a 1:1 follow-up. During the follow-up, their teacher prepares a Personalized Learning Plan, gathering important information about a student's academic, socio-emotional history, and post-secondary plans. Students enroll in a work readiness or computer literacy course to build the foundation for online school success. The student meets with

Upon enrollment, students also participate in a diagnostic academic assessment in reading and mathematics. The assessments assist faculty and students/parents in understanding where the student is academically in English and mathematics. Students receive interventions and skill-building to access grade-level material. The assessment results, student/ parent interviews, and transcript history ensure students are enrolled in academically appropriate courses. Students can access free tutoring and teacher office hours for additional interventions

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

- Home Contact: A missed virtual meeting or lack of adequate academic progress within one week results in a call home (and written notification) from the student's teacher;

- Preventative Meeting (PM): More than one virtual meeting or one week plus of inadequate academic progress results in a PM with the Student Retention Specialist (SRS), who meets with the student/parent and attempts to identify the reason for lack of effort, setting a SMART goal for improvement;

- Attendance Intervention Meeting (AIM): A pattern of missed meetings and/or lack of academic progress after a PM results in a formal AIM meeting. In this meeting, the parent or adult student meet with the Student Retention Specialist and other partners in education (teacher, parent, mentor) to discuss the legality of school attendance for minors, the skills necessary and requirements to stay enrolled in the school's online program, and the real-life problems adults face as high school dropouts. Goals are once again established, and accountability checks are documented for following up and supporting the student to improve and be successful.

- Student Retention Meeting (SRM): After a continued lack of engagement and inadequate academic progress following an AIM, a final Student Retention Meeting (SRM) is scheduled. SRMs typically invite partners in education (student, parent, teacher(s), mentor(s), SRS) and may also include the School Counselor, or School Administrator. When the student and parent meet with the SRM team, serious conversations take place about the appropriateness of online school and/or independent study for the student. School options, and the serious long-term consequences of dropping out of school are once again discussed. Students and parents are notified that failed improvement will result in a referral back to district and alternate school opportunities.

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

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

TABLE 25: DROPOUT RATE AND GRADUATION RATE						
Indicator	School Cohort 2020-2021	School Cohort 2021-2022	School Cohort 2022-2023	State Cohort 2020-2021	State Cohort 2021-2022	State Cohort 2022-2023
One-Year Cohort Drop Rate	14.3%	11.0%	4.2%	N/A	N/A	N/A
One-Year Cohort Grad Rate	87.9%	90.0%	N/A	N/A	N/A	N/A
Four-Year Cohort Drop Rate	34.0%	40.5%	25.5%	9.4%	7.8%	8.2%
Four-Year Cohort Grad Rate	20.0%	23.8%	27.9%	83.6%	87.0%	86.2%

TABLE 26a: GRADUATION RATE BY STUDENT GROUP, ONE-YEAR DASS COHORT RATE SCHOOL YEAR 2022-2023			
Student Group	**Number of Students in Cohort**	**Number of Cohort Graduates**	**Cohort Graduation Rate**
All Students	48	45	94%
Female	24	23	96%
Male	24	22	92%
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	100%
Asian	*	*	*
Black or African American	*	*	100%
Filipino	*	*	*
Hispanic or Latino	24	23	96%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	*	*	100%
White	*	*	80%
English Learners	*	*	100%
Foster Youth	*	*	*
Homeless	*	*	*
Socioeconomically Disadvantaged	22	21	95%
Students Receiving Migrant Education Services	*	*	*
Students with Disabilities	14	13	93%

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

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

TABLE 26b: GRADUATION RATE BY STUDENT GROUP, FOUR-YEAR COHORT RATE SCHOOL YEAR 2022-2023			
Student Group	**Number of Students in Cohort**	**Number of Cohort Graduates**	**Cohort Graduation Rate**
All Students	68	19	27.9%
Female	33	*	30.3%
Male	34	*	26.5%
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Black or African American	*	*	*
Filipino	*	*	*
Hispanic or Latino	26	*	19.2%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	*	*	*
White	17	*	29.4%
English Learners	*	*	*
Foster Youth	*	*	*
Homeless	11	*	9.1%
Socioeconomically Disadvantaged	48	11	22.9%
Students Receiving Migrant Education Services	*	*	*
Students with Disabilities	*	*	*

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

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

Chronic Absenteeism

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

TABLE 27: CHRONIC ABSENTEEISM BY STUDENT GROUP SCHOOL YEAR 2022-2023				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	285	263	141	53.60%
Female	145	132	77	58.30%
Male	138	129	64	49.60%
American Indian or Alaska	15	12	*	50.00%
Asian	*	*	*	*
Black or African American	20	19	11	57.90%
Filipino	*	*	*	*
Hispanic or Latino	131	125	70	56.00%
Native Hawaiian or Pacific Islander	*	*	*	*
Two or More Races	23	19	*	47.40%
White	71	63	36	57.10%
English Learner	25	27	16	59.30%
Foster Youth	*	*	*	*
Homeless	11	*	*	*
Socioeconomically Disadvantaged	172	160	89	55.60%
Students Receiving Migrant Ed	*	*	*	*
Students with Disabilities	50	47	27	57.40%

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

State Priority: School Climate

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

• Pupil suspension rates;

• Pupil expulsion rates; and

• Other local measures on the sense of safety

Suspensions & Expulsions

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

TABLE 28: SUSPENSIONS AND EXPULSIONS DATA COLLECTED BETWEEN JULY THROUGH JUNE, EACH FULL SCHOOL YEAR RESPECTIVELY						
Rate	School 2020-2021	School 2021-2022	School 2022-2023	State 2020-2021	State 2021-2022	State 2022-2023
Suspensions	0.00%	0.00%	0.00%	0.2%	3.2%	N/A
Expulsions	0.00%	0.00%	0.00%	0%	0.1%	N/A

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

TABLE 29: SUSPENSIONS AND EXPULSIONS BY STUDENT GROUP SCHOOL YEAR 2022-2023		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0%	0%
Female	0%	0%
Male	0%	0%
Non-Binary	0%	0%
American Indian or Alaska	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learner	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0%	0%
Students Receiving Migrant Ed	0%	0%
Students with Disabilities	0%	0%

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

School Safety School Year 2023-2024

The safety of students and staff is always a concern for the school. The school staff monitors and promotes a safe, inclusive, and positive learning environment through communication with students during virtual meetings. San Diego Mission Academy's Safety Plan consists of the Injury and Illness Prevention Program, Emergency Procedures, and Section 4 of the Employee Handbook. Sponsoring School Districts ask for these safety programs as part of the charter's renewal process. SDMA reviews the School Safety Plans annually. The school safety plan was last updated and reviewed with school staff in November 2023.

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 2022-2023

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 37: RATIO OF PUPILS TO ACADEMIC COUNSELOR SCHOOL YEAR 2022-2023	
Title	**Ratio**
Pupils to Academic Counselor*	1:151

*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 38: STUDENT SUPPORT SERVICES STAFF SCHOOL YEAR 2022-2023	
Title	**Number of FTE* Assigned to School**
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.10
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	1.10
Other	0.00

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

School Expenditures Fiscal Year 2021-2022

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

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

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

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

School Site Teacher Salaries - Fiscal Year 2021-2022

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

TABLE 39: EXPENDITURES PER PUPIL AND SCHOOL SITE TEACHER SALARIES FISCAL YEAR 2021-2022				
Level	**Total Expenditures Per Pupil**	**Expenditures Per Pupil (Restricted)**	**Expenditures Per Pupil (Unrestricted)**	**Average Teacher Salary**
School Site	14,970.49	2,162.68	12,807.81	85,360
State	N/A	N/A	17,021	88,508.00
Percent Difference School Site and State	N/A	N/A	-12.82%	-3.62%

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

Types of Services Funded Fiscal Year 2022-2023

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

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

School Site Teacher Salaries Fiscal Year 2021-2022

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

TABLE 41: TEACHER AND ADMINISTRATIVE SALARIES FISCAL YEAR 2021-2022		
Category	**LEA Amount**	**State Average for State In Same Category**
Beginning Teacher Salary	79,500.00	49,934.00
Mid-Range Teacher Salary	84,800.00	66,543.00
Highest Teacher Salary	90,100.00	98,389.00
Average Principal Salary (High)	132,500.00	125,276.00
Superintendent Salary	178,750.00	150,478.00
Percent of Budget for Teacher Salaries	30.51%	25.54%
Percent of Budget for Administrative Salaries	7.38%	5.68%

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 2022-2023

TABLE 42: ADVANCED PLACEMENT (AP) COURSES SCHOOL YEAR 2022-2023	
Subject	**Number of AP Courses Offered***
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0
Percent of Students in AP Courses: **(Data Pulled from CALPADS)**	0%

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

Professional Development

The school's certificated staff members and administrators participate in ongoing professional development to improve curriculum and delivery of instruction with a focus on increasing student learning, leadership development, and social-emotional learning. Dedicated time is set aside for staff professional development throughout the school year. These sessions focus on a wide variety of topics aimed at strengthening pedagogy and content knowledge to meet the needs of the school's diverse learners. Special emphasis is placed on targeting the unique needs of English language learners, special education students, and lowest-performing students. With a focus on continued improvement, staff participate in regularly scheduled Professional Learning Communities in which they come together in content-alike teams to analyze student learning data to better inform curricular and instructional decisions that will address the immediate learning needs of students.

In addition, school administrators participate in ongoing professional learning with a focus on effective school leadership practices and instructional leadership. The Leadership Team and the Instructional Specialist work together to identify school-wide focuses for its schools each year. They take the lead in conducting or organizing large and small group staff development opportunities and ongoing instructional coaching to its teachers aimed at the school's needs. Topics covered through professional development are based on the school's needs, suggestions made by the school staff through department meetings and/or staff surveys, and the collection and analysis of data indicating school needs and/or needed changes. Professional Development will be measured annually to determine the effectiveness of student learning outcomes.

Newly hired teachers, tutors, and paraprofessionals are partnered with existing expert job-alike mentors through the school's New Team Member (NTM) Onboarding Program and participate in a required on-the-job training for the purpose of familiarizing them to their specific scope of work within the program and equipping them with the necessary skills to be successful. The NTM Onboarding Program also requires that all educators participate in a multi-part module series of synchronous and asynchronous learning activities to gain an understanding of the mission and vision of the school with a specific focus on curriculum and instruction, data and assessment, personalizing student learning, serving special populations, distance learning, and trauma-informed practices.

The school also provides New Teacher Induction training to its preliminary credentialed teachers through its partnership with the local county offices of education. Participating teachers are partnered with a highly qualified Induction Mentor from their designated school site and participate in all required Induction activities. The school's special education teachers receive annual training on new procedures and processes, as well as effective instructional strategies for improving academic achievement.

In addition to ongoing professional development opportunities offered locally, staff also participate in conferences such as CCSA, CSDC, APLUS, and other conferences sponsored by local county offices of education and educational organizations.

TABLE 43: PROFESSIONAL DEVELOPMENT			
Measure	**2021-2022**	**2022-2023**	**2023-2024**
Number of school days dedicated to Staff Development and Continuous Improvement	15	52	20