

# Chula Vista Learning Community Charter Elementary School

590 K Street • Chula Vista CA 91911 • (619) 426-2885 • Grades K-12

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www.cvesd.org/www.cvlcc.org

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### **Chula Vista Elementary School District**

84 East J Street  
Chula Vista, CA 91910-6100  
(619) 425-9600  
www.cvesd.org

#### **District Governing Board**

Leslie Bunker

Armando Farias

Laurie Humphrey

Eduardo Reyes, Ed.D.

Francisco Tamayo

#### **District Administration**

Francisco Escobedo, Ed.D.

##### **Superintendent**

Jeffrey Thiel, Ed.D.

##### **Assistant Superintendent, Human Resources Services and Support**

Oscar Esquivel

##### **Deputy Superintendent, Business Services and Support**

Matthew Tessier, Ed.D.

##### **Assistant Superintendent, Innovation and Instruction Services and Support**

### **School Description**

Chula Vista Learning Community Charter School opened in September 1998. The school is a 50/50 Dual Language Program and serves a student population from Transitional Kindergarten to High School.

#### **Vision:**

The Chula Vista Learning Community Charter School believes in the full potential of each and every individual to act with integrity and to create their own knowledge.

#### **Mission:**

Students are respected as intellectuals as they develop their individual authentic self. Our robust academic program is focused on expanding language, developing core ethics, and building knowledge across content areas.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	121
Grade 1	96
Grade 2	145
Grade 3	95
Grade 4	128
Grade 5	147
Grade 6	131
Grade 7	137
Grade 8	111
Grade 9	100
Grade 10	104
Grade 11	96
Grade 12	99
<b>Total Enrollment</b>	<b>1,510</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
Asian	0.2
Filipino	0.1
Hispanic or Latino	94.6
White	4.4
Two or More Races	0.2
Socioeconomically Disadvantaged	66.4
English Learners	35.2
Students with Disabilities	4.1
Foster Youth	0.1

## 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 Credentials for Chula Vista Learning	17-18	18-19	19-20
With Full Credential	36	34	35
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence			

Teacher Credentials for Chula Vista Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	1261
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	

### Teacher Misassignments and Vacant Teacher Positions at Chula Vista Learning Community Charter Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

The Chula Vista Elementary School District follows the State’s curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District’s school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District’s vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

### Textbooks and Instructional Materials

Year and month in which data were collected: July 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Writing Pathways - Calkins (K-8) Making Meaning – Developmental Studies Center (K-12) Benchmark (K-12)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Engage New York (K-12) Everyday Mathematics (K-6)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	National Geographic - Science (TK-5) FOSS Science for grades Kindergarten through Fifth Grade Prentice Hall Science (6-12)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	The People's History of the United States - Zinn The People's History of the World - Harman McGraw Hill - History (9-12)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Foreign Language	Continuo de adquisición de la lectoescritura (TK-2) Glencoe Spanish (6-12) National Geographic - Español  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> N/A
Health	Glencoe - Teen Health, California Edition (6-12) <b>Percent of students lacking their own assigned textbook:</b> N/A
Science Laboratory Equipment	Chemicals for Chemistry aligned with Next Generation Science Standards <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> N/A

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

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

Classroom space at CVLCC is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. CVLCC's custodial staff performs basic cleaning operations daily.

All students are supervised at the beginning of the school day by a noon-duty supervisor, parent volunteers, and the director. At dismissal time, teachers dismiss students according to parent preference: walk home, YMCA, after school program, and parent pick-up. Remaining students are walked to traffic pattern by their teacher and are dismissed accordingly.

Safety procedures that are currently being implemented:

- Any person entering campus after scheduled start times must report to the office and receive a visitor's pass.
- An authorized adult through the office must check out students leaving campus during school hours.
- A school-wide discipline plan is annually reviewed and individual classroom discipline procedures are discussed with parents during Curriculum Nights.
- All students wear uniforms to school.
- All teaching and support staff consistently monitor classrooms in order to maintain a safe environment conducive to learning.
- Classrooms are earthquake ready
- Air conditioning and heating equipment has been installed to make the classroom environment pleasant for learning.
- Maintenance requests are reported immediately, prioritized and acted upon in a timely manner.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 5/30/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	200 RR Boys: Loose toilet seat, weather stripping missing, dirty hand rails, ceiling grid rusty 200 RR Girls: Weather strip missing, sink handle is off, ceiling grid rusty, outside drinking faucet low pressure 202 CR: Pencil sharpener broken, sink countertop damaged, plugin air freshner, light fixture hanging down, broken IT box. 300 RR Boys: Inside door handle is loose, sink handle needs replace, floor under urinal split, handl rails dirty and sink. 300 RR Girls: Loose toilet seat, sink handle rusty, floor scams splitting, drinking fountain outside low pressure 302 CR: Electrical panel covered, plugin air freshner, IT Box out of wall, broken IT box, dirty return grill, broken pencil sharpener, fountain handle loose, cabinet needs to be sealed. 305 CR: Broken IT box, 2 tiles out of grid. 307 CR: Wall socket covered w/paper, broken IT box, dirty return grill, 2 stained ceiling tiles, sink cabinet needs to be sealed. 401 CR: Pencil sharpener cover missing; ceiling tile stained, hole in wall paper right side of door, cabinet damaged. 403 CR: Stained ceiling tile; broken ceiling tile, faucet leaks, cabinet needs to be sealed, IT box broken. 404

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>CR: Drink handle falls off, cabinet damaged, stains on carpet, return grill is dirty, 2 ceiling tiles out of grid 1 broken, 1 stained. 602 CR: Electrical panel covered by needle point, drink handle falls off, cabinet is damaged, 1 stained ceiling tile. 604 CR: Ceiling tile stains by AC screen, cabinet is damaged, spigot is loose. 606 CR: Carpet stains, fire extinguisher hook loose, IT box pulled out, cabinet damaged, pencil sharpener broken, broken sensor on ceiling, 2 stained ceiling tile. 701 CR: Pencil sharpener cover missing; ceiling tile stained, cabinet needs to be sealed. 703 CR: Stained ceiling tile, electrical socket covered w/paper, broken IT box, electric panel covered w/paper, cabinet damaged. 705 CR: Paint under sink; ceiling tile stains, broken IT box, sink cabinet needs sealed. 707 CR: Pencil sharpener cover missing; ceiling tile stained and broken, electrical socket covered w/paper, drinking handle is off, sink cabinet damaged, plugin air freshner cover w/paper. Admin and offices: Air freshener, 2 stained ceiling tiles Library: Stained ceiling tiles, hallway light out, small office next to hallway 5 stained tiles, bok shelf not secured. Middle School 805 CR: IT Box covered w/paper, electric socket face plate missing, 7 stained ceiling tiles. MP: Cove base loose or missing in multiple places, entry doors tile damaged.</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation</p>	<p>Good</p>	<p>200 MDF, Fire Alarm Room: Floor is dirty, room is cluttered 700 RR Boys: Dirty hand rails</p>
<p><b>Electrical:</b> Electrical</p>	<p>Fair</p>	<p>202 CR: Pencil sharpener broken, sink countertop damaged, plugin air freshner, light fixture hanging down, broken IT box. 203 CR: Drink faucet handle loose, counter top needs sealing, wall sockets covered w/paper. 204 CR: Drinking fountain won't shut off by itself, sink countertop damaged, wall sockets covered w/paper, trun grill dirty, alarm sensor dirty.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>601 CR: faucet neck is loose; stained ceiling tile, electric socket is covered w/paper, cabinet is damaged, sensor falling off of ceiling.</p> <p>602 CR: Electrical panel covered by needle point, drink handle falls off, cabinet is damaged, 1 stained ceiling tile.</p> <p>707 CR: Pencil sharpener cover missing; ceiling tile stained and broken, electrical socket covered w/paper, drinking handle is off, sink cabinet damaged, plugin air freshner cover w/paper.</p> <p>Library: Stained ceiling tiles, hallway light out, small office next to hallway 5 stained tiles, bok shelf not secured.</p> <p>Lounge: Hole in ceiling tile, electrical face plate missing.</p> <p>Middle School 801 CR: paint under sink and air fresheners, door closer missng cover, door under sink broken, electric face plate missing, broken ceiling tile out of grid.</p> <p>Middle School 802 CR: Electrical face plate broken, 2 broken ceiling tiles. IT box covered w/paper.</p> <p>Middle School 805 CR: IT Box covered w/paper, electric socket face plate missing, 7 stained ceiling tiles.</p> <p>Middle School 806 CR: 8 stained ceiling tiles; paint chipping off door and frame, broken light switch plate.</p> <p>Stage: Lots of scuff marks; smashed light outlet, cove base missing on ramp loose on front of stage, stains on carpet.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	<p>Fair</p>	<p>200 RR Boys: Loose toilet seat, weather stipping missing, dirty hand rails, ceiling grid rusty</p> <p>200 RR Girls: Weather strip missing, sink handle is off, ceiling grid rusty, outside drinking faucet low pressure</p> <p>201 CR: Sink counter top damaged, 2 stained celing tiles / office 2 ceiling tiles out of grid, stained carpet.</p> <p>204 CR: Drinking fountain won't shut off by itself, sink countertop damaged, wall sockets covered w/paper, trun grill dirty, alarm sensor dirty.</p> <p>300 RR Boys: Inside door handle is loose, sink handle needs replace, floor under urinal split, handl rails dirty and sink.</p> <p>300 RR Girls: Loose toilet seat, sink handle rusty, floor scams splitting, drinking fountain outside low pressure</p> <p>301</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>CR: 2 stained ceiling tile, 1 tile out of grid, faucet handle is off, sink cabinet needs to clean &amp; seal plug in air freshner. 403 CR: Stained ceiling tile; broken ceiling tile, faucet leaks, cabinet needs to be sealed, IT box broken. 404 CR: Drink handle falls off, cabinet damaged, stains on carpet, return grill is dirty, 2 ceiling tiles out of grid 1 broken, 1 stained. 603 CR: Valance fell off, ceiling tile stained around vents, drink handle falls off, cabinet needs to be sealed. 605 CR: Stained ceiling tiles, drink faucet does not turn off, spigot is loose, cabinet is damaged. 700 RR Girls: Loose toilet seat, outside drinking fountain low pressure. 701 CR: Pencil sharpener cover missing; ceiling tile stained, cabinet needs to be sealed. 707 CR: Pencil sharpener cover missing; ceiling tile stained and broken, electrical socke coverd w/paper, drinking handle is off, sink cabinet damaged, plugin air freshner cover w/paper. Middle School 803 CR: Sink plugged up; drinking fountain knob loose and water stays on, broken electrical face plate IT boxes.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	<p>Good</p>	<p>Middle School 804 CR: Rubbing alcohol under sink, empty box needs block off plate, IT box coverd w/paper, door closer missing cover</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	<p>Good</p>	
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>Good</p>	<p>300 RR Boys: Inside door handle is loose, sink handle needs replace, floor under urinal split, handl rails dirty and sink. Middle School 804 CR: Rubbing alcohol under sink, empty box needs block off plate, IT box coverd w/paper, door closer missing cover Middle School 806 CR: 8 stained ceiling tiles; paint chipping off door and frame, broken light switch plate. Play Toy: Needs wood fiber Playground: Fence broken behind 804, metal sticking out behind 806, green fence missing wires to hold fence to post pole, next to gate sticking out. Teacher Support Offc adj. to MP: Window tint peeling off door, open IT box.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Overall Rating	Good	Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	58	57	65	64	50	50
Math	30	28	51	51	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	14.9	34.5	30.4
7	18.8	31.9	27.5
9	33.3	34.4	5.2

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	851	842	98.94	57.13
Male	397	392	98.74	53.57
Female	454	450	99.12	60.22
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	795	787	98.99	56.93
White	50	49	98.00	55.10
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	620	612	98.71	54.74
English Learners	471	464	98.51	45.47
Students with Disabilities	41	41	100.00	12.20

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

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	851	844	99.18	28.27
Male	397	393	98.99	31.81
Female	454	451	99.34	25.17
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	795	788	99.12	28.50
White	50	50	100.00	20.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	620	614	99.03	24.63
English Learners	471	466	98.94	19.53
Students with Disabilities	41	41	100.00	0.00

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

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

## 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 for the school district and each school site

### Opportunities for Parental Involvement (School Year 2019-20)

Parents play a very important role at the Chula Vista Learning Community Charter School. We believe: "When parents, students, teachers and community partners work together, they make a difference in a child's educational career."

We take pride in learning through the expertise parents bring to our school. We value their commitment to our students, as well as our school vision.

Research shows a high correlation between parent involvement and effective schools. We encourage parents to become actively involved in our school. We have Parent Information Nights to keep parents informed about assessment, curriculum and instruction and we provide parents with ways in which they can become partners with us in the education of their children.

We encourage parents to read to their children at home, provide cultural activities, and attend school functions with their children. Please contact school site secretary if you wish to become involved in school activities, as well as be directed to the appropriate school. English and Spanish translation is available.

### 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.

### School Safety Plan

Student safety and well-being is promoted by activities, including emergency and earthquake preparedness drills, bus evacuation drills, playground supervision, drug and alcohol abuse prevention education programs, child abuse awareness, Bullying Prevention Program, a program directed toward gang suppression. The School Safety Plan is reviewed annually during the CVLC Charter Board Meetings. Parents have the opportunity to suggest and/or comment on the current plan. In the September 10, 2018 Charter Board Meeting, stakeholders were invited to participate in the process of reviewing the School Safe Plan. Further communication was disseminated via school messenger on September 10, 2018, webpage on September 4, 2018 and Jupiter Grades on September 05, 2018. A presentation of the School Safe Plan was presented to the community on October 15, 2018 and approved by the Charter Board on the same date. Copies of the School Safe Plan for each school site location are available at the school office.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

## 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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.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.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.8
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	5.1
Other	3.4

\* 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.

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

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	2	6		19	2	4		20	2	4	
1	25		4		24		6		24		4	
2	24		6		25		4		24		6	
3	24		6		24		6		24		4	
4	28		5		31		4		32		4	
5	32		4		31		5		29		5	
6	29		4		32		4		33		1	3
Other**												

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

\*\* "Other" category is for multi-grade level classes.

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

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	24	5	27		26	3	21	1	25	8	19	
Mathematics	22	7	9		24	7	19		25	9	17	1
Science	24	5	26		26	3	20	1	25	8	21	
Social Science	25	4	20		23	11	18		24	12	21	

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

## Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Each year, targeted professional improvement activities are provided for teachers, instructional aides, and other employees. Activities reflect the school's goals and objectives and are part of our Local Educational Agency (LEA) Plan. Staff development topics include:

Creating Cultures of Thinking (meta-cognition); Direct instruction on the delivery of content and language objectives; Observation Protocols ; Integration of writing to improve school wide focus on literacy; All new teachers receive professional learning on vision and mission expectations, as well as professional learning strategies to engage thinking and learning. The Inquiry Model has been implemented to address the California Common Core Standards. In 2017-18, teachers will continue processing the inquiry model as well as additional instructional strategies to improve student learning. The Professional Development will continue to focus on Professional Learning Communities (PLCs). Teachers receive feedback through Instructional Rounds. In 2018-19, faculty will participate in the area of Instructional Rounds and alignment with Teaching for Effective Learning.

Teachers continue to work on improving instructional units based on student data. Instructional units focus on grade level common core standards to further support targeted achievement goals. Through planned professional development days, teachers collaborate with others in sharing teaching strategies that promote positive student outcomes. The implementation of instructional rounds allows for the teaching community to develop a collaborative learning environment and improve student learning.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,150	\$45,741
Mid-Range Teacher Salary	\$75,662	\$81,840
Highest Teacher Salary	\$100,783	\$102,065
Average Principal Salary (ES)	\$134,097	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$299,627	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

CVLCC's After School Program: Programs at CVLCC target levels of inquiry, skills and metacognition. Goal for the programs are to foster the ARTS, INNOVATION and skills of the 21st century.

CVLCC's Reading Intervention: Instructional support provided during English Language Arts, Spanish Language Arts, and Mathematics for all Emergent Bilinguals

CVLCC's MicroSociety® Program is the only student-based whole school reform effort of its kind. This research-based education program transforms classrooms by providing a real world context for academic learning. Students collaborate with parents, business volunteers, and teachers to create functioning small communities. Traditional academic subjects are studied in the morning and then applied to "on the job" program activities. Students spend 45 minutes or one class period each day in their jobs where they learn to run businesses, apply technology, develop government and social agencies, and create cultural/arts organizations. Gradually, students become immersed in the realities of a free-market economy, replete with taxes, property concerns, income issues, and politics. MicroSociety® enables teachers to answer two persistent questions students ask: "Why do I need to know this?" and "How do I fit in?"

CVLCC Internships: Students in 11th grade participate in our internship program to provide a connection between our MicroSociety Program and the Real World. Students learn on the job skills, as well as the necessary knowledge to participate in the transformation of current society.

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9,109.90	\$567.30	\$8,542.60	\$93,902.00
District	N/A	N/A	\$166,094.33	\$78,751.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-3.1	-8.2
School Site/ State	37.0	-12.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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

Rate for Chula Vista Learning	2015-16	2016-17	2017-18
Dropout Rate	4	3.2	3.9
Graduation Rate	94	96.8	93.5

Rate for Chula Vista Elementary School	2015-16	2016-17	2017-18
Dropout Rate		3.1	3.7
Graduation Rate		95.3	93.8

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

#### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

#### Career Technical Education Programs

The Chula Vista Learning Community Charter School High School provides courses to prepare students for university life. Advanced Placement courses and Honors courses in content areas serve to enhance student potential and abilities to master university life.

#### 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).

#### Internet Access

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

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	97.22

#### 2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts		N/A
Foreign Language	8	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	9	N/A
All courses	26	18.9

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

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