



# Mueller Charter School & Bayfront Charter High School

715 I Street • Chula Vista, CA 91910 • (619) 422-6192 • Grades K-12

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<http://muellercharterschool.org/index.html>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Chula Vista Elementary School District

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

#### District Governing Board

Kate Bishop

Leslie Ray Bunker

Eduardo Reyes, Ed.D.

Francisco Tamayo

Lucy Ugarte

#### 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

Mueller Charter School (MCS) is a TK-12 school, currently enjoying its 27th year as a charter. Though we are independent of the Chula Vista Elementary School District, we participate in all state and local assessment time-lines and systems. As such, we have continued to meet expected targets and have made steady gains in academic performance. In 2008, we were named a "Title I Academic Award Winning School" by the California Department of Education. In 2009, we were awarded a "Golden Bell" by the California School Boards Association for our work in student wellness. And the California Business for Education Excellence listed MCS on the "Honor Roll" of high performing schools in 2009, 2010, and 2011. In 2012 & 2020, Mueller was a recipient of the "National Urban School Transformation Award," one of only a few K-8 schools so designated in the United States. During the 2019 school year Mueller Charter School was recognized as a California Distinguished School.

MCS is a fiscally independent charter school among 46 elementary schools of the Chula Vista Elementary School District. Located 7 miles north of the Mexico/California border, MCS was built in 1953 and consists of TK-12 regular education classrooms. MCS operates on an extended, year-round schedule, during which our students attend school for 196 instructional days.

MCS enrollment is over 1540 students. Approximately 90% live in apartment complexes within walking distance of the school. A large percentage of the population comes from single parent families with considerable economic need. About 85% qualify for the federal free or reduced-price meal program. Over half the children enrolled in regular education are Title 1 students, with nearly 45% learning English as a second language.

As a charter, we are guided by the provisions of our Charter Petition. The mission of our charter school is to provide a strong, rigorous academic program that will contribute to a minimum of 90% of our students demonstrating grade level competency. Students are monitored throughout the school year, primarily by the computer-based MAPS system, developed by the Northwest Evaluation Association. While we emphasize each child's basic skill development, children are provided an engaging, integrated curriculum that features writing, science, social studies, the arts and physical fitness. Mueller Charter School is well on the way to a complete transition to Common Core State Standards and the higher expectations and levels of rigor required in that effort.

This document describes the goals of our school program, the instructional strategies that we employ, the role of parents and community, the support services provided for our children, and other critical features of our school. While we are a fiscally independent charter school, we are accountable for both our fiscal viability and our ability to engender extraordinary academic results for our students. A copy of our Charter Petition is available in our school office and on our website.

### Mission and Vision

Our charter petition states that:

At MCS, we believe that every student has the potential to change the world. We believe that if a future president, a master engineer, a concert cellist, a ground breaking oncologist, a space pioneer, a Nobel award winner—is currently sitting in a classroom somewhere in America, he or she might just as well be at Mueller Charter School. Our children will change the world.

We believe that every student has unlimited potential for learning.

We believe that we can create a TK through 12 organization that is a national model in its ability to meet the complex needs of our children and their families, to offer exciting and challenging learning experiences, and to engender extraordinary academic results by any measure.

We believe that we offer opportunities for genuine parent governance and participation, and create options in which the community can become inextricably linked with the mission of our school.

We believe that we have the ability, the will, the opportunity and the obligation to re-invent the institution of schools, to challenge the status quo, to remove barriers to our student's success, and to make Mueller Charter School worthy of its children.

We believe that our students will change the world.

## 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 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 webpage 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.

## 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	143
Grade 1	123
Grade 2	130
Grade 3	116
Grade 4	128
Grade 5	114
Grade 6	128
Grade 7	102
Grade 8	98
Grade 9	142
Grade 10	149
Grade 11	123
Grade 12	124
Total Enrollment	1,620

## 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.1
Asian	0.2
Filipino	1.9
Hispanic or Latino	86.5
Native Hawaiian or Pacific Islander	0.2
White	7.5
Two or More Races	1
Socioeconomically Disadvantaged	76.1
English Learners	35.7
Students with Disabilities	9.5
Homeless	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 Mueller Charter School	18-19	19-20	20-21
With Full Credential	38	39	38
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	NA	NA	

Teacher Credentials for Chula Vista Elementary	18-19	19-20	20-21
With Full Credential	♦	♦	1230
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	

### Teacher Misassignments and Vacant Teacher Positions at Mueller Charter School & Bayfront Charter High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)**

Students are provided with an adequate supply of resources 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 supportive instructional materials.

Mueller'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. Mueller has invested in web-based 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: December 2020**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark ELA K-6 Adopted in 2016.  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Eureka Math 2015 CPM Mathematics (6th-12th)2018  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Harcourt Science series for Kindergarten to Fifth Grade Prentice Hall 7/8 Adopted in the Spring of 2008  <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	McGraw Hill Social Studies Kindergarten – Sixth grade McDougal/Little 7/8 Adopted in the Spring of 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Foreign Language	Spanish <b>Percent of students lacking their own assigned textbook:</b> N/A
Science Laboratory Equipment	Mueller Charter School maintains a science lab at the Chula Vista Nature Center. Students in 7th grade participate in the lab once a week. Grades K - 6th & 8th participate in the lab as scheduled. <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 our school is adequate to support our school's current enrollment. Our campus features a literacy center, state of the art technology lab, performing arts center, state-of-the-art turf softball and football fields, fitness course, and running track. In addition, our 7th graders attend science class once a week at the Living Coast Discovery Center. This partnership allows our students to work side by side with marine biologists, to study the natural ecosystems of the bay front, and to pursue the goals of the middle school science curriculum in a natural setting off of Gunpowder Point. .

The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Custodial staff performs basic cleaning operations daily. None of the eight emergency facilities needs specified in Education Code Section 17592.72 (c) (1) exist at our school.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: 10/8/2020**

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	Fair	<p>1002 CR: Ceiling stain, lots of carpet stains, faucet loose, electrical box open, window seal bottom molding is missing, hole in ext door, door doesn't close</p> <p>201 CR: carpet stained, micro and fridge, 2 lights cover dirty.</p> <p>301 CR: 2 pieces of ceiling tile missing</p> <p>402 CR: Tile broken, chemicals under sink, fridge, carpet stained, plug in air freshener</p> <p>406 Psychologist: Fire extinguisher hook is loose. 1 missing ceiling tile.</p> <p>601 CR: Carpet stains, aerosol paint under sink, plug in air freshener, 1 light fixture out, 1 ceiling tile missing entryway floor tile bad</p> <p>605 Counseling center: candle wax melter plugged in, chemicals under the sink, coffee pot, 2 stained ceiling tiles, bottom plate falling off, carpet stained</p> <p>6th, 7th and 8 Girls RR: knob detached, stained tile floors.</p> <p>703 CR: 1 light fixture out, 1 ceiling tile stained, fridge, carpet trim taped down</p> <p>802 CR: Sagging ceiling tile, carpet stains, fridge, chemical under sink, faucet sprays wall.</p> <p>806 CR: Pencil sharpener broken cover missing, electric socket pulled away from wall under white board, tray rails sticking out, broken electrical socket, aerosol air freshener, check drain under sink</p> <p>807 CR: Carpet stains, table outside broken leg, pencil sharpener broken., loose ceiling tile</p> <p>808 CR: IT boxes under computer broken, tray rails sticking out, staff desk broken, formica tray rails sticking out, IT boxes east wall broken, s stained, 3 broken tiles.</p> <p>810 CR: hole in bathroom of south wall, black trim missing, wall marking north wall, fridge and micro, electric socket missing</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>face plate 2 stained ceiling tile, covebase missing</p> <p>901 CR: Chemicals under sink, IT boxes exposed wires, carpet stains.</p> <p>902 CR: Carpet stains, ceiling tile stains, faucet is loose, aerosol pludge under sink, 1 broken ceiling tile, cob webs, door doesn't close</p> <p>MP: Floor tiles stains, scuff on walls, trophys not secure on upper shelves, 5 lights out, cub webs under TV, cover base is peeling off.</p> <p>Stage: Exit stairs dirty, stairs blocked by plants, elevators used full storage, open electrical boxes, walls need touch up paint, cabinets not secured.</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Kinder Play Toy: dirty, beer cans on ground
<b>Electrical:</b> Electrical	Fair	<p>1001 CR: Spray paint under sink, ceiling tile stains, carpet stains, electrical soccet pulled out of wall, broken face plate, wall has force track board, door doesn't close</p> <p>1002 CR: Ceiling stain, lots of carpet stains, faucet loose, electrical box open, window seal bottom molding is missing, hole in ext door, door doesn't close</p> <p>1006 CR: 1 light out, carpet stains, IT box out of wall to fridge.</p> <p>202 CR: light not working, sink handle falls off, 5 lights covers dirty, 1 falling off, 1 fixture loose from ceiling, 2 stained ceiling tiles, 2 lights out</p> <p>300 Building Boys RR: hand rails dirty.</p> <p>401 CR: Household cleaner under sink, carpet stained, 2 light fixture out, fridge.</p> <p>503 CR: faucet is loose, pencil sharpener missing cover, 1 light out, sink trap badly corroded</p> <p>601 CR: Carpet stains, aerosol paint under sink, plug in air freshener, 1 light fixture out, 1 ceiling tile missing entryway floor tile bad</p> <p>603 CR: daisy chained surge protectors, fridge, stained carpet.</p> <p>703 CR: 1 ligh fixture out, 1 ceiling tile stained, fridge, carpet trim taped down</p> <p>806 CR: Pencil sharpener broken cover missing, electric socket pulled away from wall under white board, tray rails sticking out, broken electrical socket, aerosol air freshener, check drain under sink</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>808 CR: IT boxes under computer broken, tray rails sticking out, staff desk broken, formica tray rails sticking out, IT boxes east wall broken, s stained, 3 broken tiles.</p> <p>810 CR: hole in bathroom of south wall, black trim missing, wall marking north wall, fridge and micro, electric socket missing face plate 2 stained ceiling tile, covebase missing</p> <p>901 CR: Chemicals under sink, IT boxes exposed wires, carpet stains. MP: Floor tiles stains, scuff on walls, trophies not secure on upper shelves, 5 lights out, cub webs under TV, cover base is peeling off. Stage: Exit stairs dirty, stairs blocked by plants, elevators used full storage, open electrical boxes, walls need touch up paint, cabinets not secured.</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	<p>1002 CR: Ceiling stain, lots of carpet stains, faucet loose, electrical box open, window seal bottom molding is missing, hole in ext door, door doesn't close</p> <p>404 CR: Carpet stained, drink fountain strays on to long, slow drain</p> <p>500 Building Boys RR: missing sink knob, dirty hand rail.</p> <p>503 CR: faucet is loose, pencil sharpener missing cover, 1 light out, sink trap badly corroded</p> <p>605 Counseling center: candle wax melter plugged in, chemicals under the sink, coffe pot, 2 stained ceiling tiles, bottom plate falling off, carpet stained</p> <p>802 CR: Sagging ceiling tile, carpet stains, fridge, chemical under sink, faucet sprays wall.</p>

<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	<p>Fair</p>	<p>1001 CR: Spray paint under sink, ceiling tile stains, carpet stains, electrical soccet pulled out of wall, broken face plate, wall has force track board, door doesn't close</p> <p>1003 CR: ceiling tile stains, door closer cover missing, pencil sharpener missing parts, 5 RR floor cracking, 6 book shelf not secured, toilet N RR not working, micro and fridge.</p> <p>1004 CR.: Carpet and ceiling tile stains, cover base is off, chemicals under sink micro and fridge.</p> <p>300 Building Electrical: Panels blocked on right side, items stored on transformer, rooms are used as storage</p> <p>303 CR: Household cleaner under sink, piece of ceiling tile missing, carpet has spots</p> <p>304 CR: unmarked bottles under sink, 2 stained, 1 broken, 1 missing ceiling tile.</p> <p>400 Building Electrical: panels blocked on right side, objects stored on transformer, being used for storage.</p> <p>401 CR: Household cleaner under sink, carpet stained, 2 light fixture out, fridge.</p> <p>402 CR: Tile broken, chemicals under sink, fridge, carpet stained, plug in air freshener</p> <p>500 Building Electrical: panels blocked, supplies stosed on transformer, rooms beeing used for storage.</p> <p>501 CR. Fridgerator: Aerosol part under sink, carpet stain, fridge</p> <p>502 CR: Household cleaner under sink, carpet stained, fridge, door way tile is broken and missing, pencil sharpener missing cove.</p> <p>600 Building Electrical: spiders and webs, room used for storage</p> <p>601 CR: Carpet stains, aerosol paint under sink, plug in air freshener, 1 light fixture out, 1 ceiling tile missing entryway floor tile bad</p> <p>605 Counseling center: candle wax melter plugged in, chemicals under the sink, coffe pot, 2 stained ceiling tiles, bottom plate falling off, carpet stained</p> <p>701 CR: Pencil sharpener broken, chemicals under sink, fridge and micro, cover base off on S wall, warped ceiling tile</p> <p>704 CR: Pencil sharpner missing cover, chemicals under sink, slow drain, fridge.</p> <p>705 Copy Center: Micro, fire extinguisher hook missing.</p> <p>802 CR: Sagging ceiling tile, carpet stains, fridge, chemical under sink, faucet sprays wall.</p>
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System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>803 CR: cleaner under sink, k/catch trip damage, fridge, plug in air freshener, IT box plugged out of wall, broken tray rail under cabinet.</p> <p>901 CR: Chemicals under sink, IT boxes exposed wires, carpet stains.</p> <p>902 CR: Carpet stains, ceiling tile stains, faucet is loose, aerosol pludge under sink, 1 broken ceiling tile, cob webs, door doesn't close</p> <p>Admin Conf Rm: (*) vinyl peeling under sink, torch lighter fuel under sink</p> <p>Stage: Exit stairs dirty, stairs blocked by plants, elevators used full storage, open electrical boxes, walls need touch up paint, cabinets not secured.</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	Good	<p>1001 CR: Spray paint under sink, ceiling tile stains, carpet stains, electrical soccet pulled out of wall, broken face plate, wall has force track board, door doesn't close</p> <p>1004 CR.: Carpet and ceiling tile stains, cover base is off, chemicals under sink micro and fridge.</p> <p>202 CR: light not working, sink handle falls off, 5 lights covers dirty, 1 falling off, 1 fixture loose from ceiling, 2 stained ceiling tiles, 2 lights out</p> <p>304 CR: unmarked bottles under sink, 2 stained, 1 broken, 1 missing ceiling tile.</p> <p>604 CR: Carpet stains, carpet to tile trim loose, pencil sharpener missing cove, stained ceiling tile</p> <p>801 CR: Sagging ceiling tile, fridge, 2 stained, 1 broken ceiling tile, ext door holes and rust</p> <p>810 CR: hole in bathroom of south wall, black trim missing, wall marking north wall, fridge and micro, electric socket missing face plate 2 stained ceiling tile, covebase missing</p> <p>902 CR: Carpet stains, ceiling tile stains, faucet is loose, aerosol pludge under sink, 1 broken ceiling tile, cob webs, door doesn't close</p> <p>Collaboration Room 405 FACD : Carpet stained, FACD room stained ceiling tile.</p> <p>Kinder Playground: outside 201 gap in concrete, Hole in Exterior wall, wall by fountain missing tile.</p>



System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	1001 CR: Spray paint under sink, ceiling tile stains, carpet stains, electrical soccet pulled out of wall, broken face plate, wall has force track board, door doesn't close 1002 CR: Ceiling stain, lots of carpet stains, faucet loose, electrical box open, window seal bottom molding is missing, hole in ext door, door doesn't close 1003 CR: ceiling tile stains, door closer cover missing, pencil sharpener missing parts, 5 RR floor cracking, 6 book shelf not secured, toilet N RR not working, micro and fridge. 700 Building Electrical: Doors to left side panels blocked, missing blinds, sink trap looks bad 801 CR: Sagging ceiling tile, fridge, 2 stained, 1 broken ceiling tile, ext door holes and rust 804 CR: Door weather strip damaged, fridge gaucet sprays, hole in N wall, ext door damage and wall damage 807 CR: Carpet stains, table outside broken leg, pencil sharpener broken., loose ceiling tile 902 CR: Carpet stains, ceiling tile stains, faucet is loose, aerosol pludge under sink, 1 broken ceiling tile, cob webs, door doesn't close Kinder Playground: outside 201 gap in concrete, Hole in Exterior wall, wall by fountain missing tile. Kitchen: Weather stripping turn back door lockers not secure.  RM 812 Media Lab : 2 open IT boxes, library door does not latch STRECH/Work room : Door catch loose interior door hardware broken, lockers not secured to wall.
<b>Overall Rating</b>	<b>Good</b>	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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	59	N/A	64	N/A	50	N/A
Math	42	N/A	51	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	29	N/A	37	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 2020-21)

Contact person: Evangelina Lopez

Contact Person Phone Number: (619) 422-6192

Parents can be actively involved in the mission of our school in a number of ways:

#### Governance:

Parents are encouraged to participate in leadership roles in our charter school. The governing body that is comprised of parents is the Charter Board, and additionally parents serve on the Parent Council and Community. They work closely with the Executive Director & the Principal and are tasked with four primary goals: 1) Monitor and review the implementation of the charter petition; 2) Monitor the progress of our school in achieving the goals of our charter petition; 3) Improve communication between home and school; and 4) Address priorities identified from the Harris Interactive Survey.

#### Parent Council:

Mueller Charter School maintains an active Parent Council which participates in school-wide events including the Fall Festival, Fiesta Night, Olympic Festival, Family Reading Nights, Book Fairs and Parent Nights.

#### Community Council:

Bayfront Charter High School maintains an active Community Council which participates in monthly meetings, Open Houses, informational meetings, and Parent participation nights.

#### Volunteers:

Each parent is strongly encouraged to participate in their child's academic experience. Parents are encouraged to show participation in assemblies or parent conferences, volunteer for service in the classroom, field trips, or for special events.

**Charter Helpers:**

Each year approximately 20 parents are hired to serve as aides and yard duty supervisors.

**Parent Education Participants:**

A variety of workshops and classes are offered to parents including: Leader In Me, strategies for helping children read, Chaperone Trainings, and parenting skills.

**Home Visits:**

Teachers at MCS conduct home visits at the beginning of every school year. On average, nearly 750 home visits are conducted, while the remainder of Parent-Teacher meetings are held on campus. Parent –Teacher conferences are held three times during the year with over 98% parent participation.

**Partners:**

Parents are expected to be full partners with school staff in the education of their children. This includes abiding by all attendance and other school policies. It also requires participation in parent teacher conferences, Open House, Home Visits, awards ceremonies, and special events held at school. In addition, our strongest parents maintain a home atmosphere that promotes learning, facilitates the completion of homework, maintains on-going communication with their teachers and celebrates the achievement of their children. This commitment is reflected in the “Parent Compact”, which is signed by every parent.

To encourage parent involvement, we provide simultaneous Spanish translations and child care for all public meetings. In addition, all materials sent home are provided in the preferred language of our parents.

**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 (School Year 2020-2021)**

Date of last review/update: January 27, 2021

The safety and well-being of students, staff, and visitors is promoted by activities that include: drills on our emergency and earthquake preparedness system, lockdown drills, bus evacuation drills, systematic supervision on the playground, drug and alcohol prevention education, child abuse awareness, publication of safe routes to school, and a school-wide behavior plan that incorporates Positive Behavior Intervention and Supports and Restorative Practices. Students are closely supervised by staff at all times, including in the classroom, on the playground, and while arriving or leaving the campus. Visitors are closely screened and required to check in at the main office. School staff works closely with Chula Vista Police Department in regard to who visits the campus on a regular basis. The Leadership Council approved the School Safety Plan on January 27, 2021

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.9	1.1	0.7	0.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**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 2019-20	District 2019-20	State 2019-20
Suspensions	0.5	0.6	2.5
Expulsions	0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

## 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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	253.1

\*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	6.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	20	2	9		21	4	6		18	2	6	
1									12	9		
2	22		5		22		5		9	14		
3	22		6		22		6		13	9		
4	27		4		27		3		14	9		
5	32		5		31		6		19	5	1	
6	28		5		30		5		32		3	
Other**									17	1		

\*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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	21	6	10		24	4	11		27	1	10	1
Mathematics	20	9	8		22	8	8		29	4	22	4
Science	18	6	4		25	4	5		28	1	7	2
Social Science	25	6	7	2	30	2	9	1	26	3	8	2

\*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 (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	3

Every employee is required to establish 3 to 5 professional goals every year, one of which must address efforts to improve their quality of service and to contribute to the overall charter goal of getting 90% of our students to grade level. Teachers collaborate with colleagues and with the principal in an effort to achieve their professional goals. Teachers identify resources, training, and release time that they need to achieve their goals. The principal monitors and observes in every classroom on a regular basis and provides on-going feedback. All staff members complete a self-reflection at years end to highlight professional growth, as well as areas that will require continued improvement and attention.

As a staff, teachers participate in professional development on a weekly basis. On-going themes and teacher development training continue to address:

- Critical Instructional Shifts required for the Common Core
- Achievement of English Language Learners and effective strategies for daily ELD instruction
- ELPAC Training
- Guided Language Acquisition Development Training

\* Write Institute Training

- Common Core Math Training
- Balanced Literacy
- Effective writing instruction
- Interventions for students with unique learning needs
- Resiliency training
- Restorative Practices training
- PBIS training
- Maintaining a culture of high expectations in the classroom
- Recognizing the root cause for student learning challenges
- Effective strategies for differentiating instruction
- Physical fitness, exercise, and nutrition

\* Multi Tiered Systems of Support

\* Leadership Development

\* Culturally Responsive Teaching

\* Utilizing technology during Distance Learning

\* Data analysis with the use of our supplemental programs ( i.e Math, Language Arts, NWEA)

Teachers serve in a leadership capacity, representing their grade level on the school's Leadership Council and Instructional Leadership Team. These governing bodies-- as per our charter petition-- establish school-wide policies, designates curricula, reviews school data, strategize new directions, and authorizes the expenditures of school resources.

During COVID-19, all professional development is conducted virtually. Staff also have opportunities to attend virtual trainings to strengthen their instruction during distance learning.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,655	\$51,004
Mid-Range Teacher Salary	\$77,932	\$82,919
Highest Teacher Salary	\$103,806	\$104,604
Average Principal Salary (ES)	\$137,324	\$131,277
Average Principal Salary (MS)		\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$308,616	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
Administrative Salaries	5.0	5.0

\* 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/).

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11,440	1,447	9,992	160,290
District	N/A	N/A	57,444,858	\$81,733
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-199.9	64.9
School Site/ State	25.3	62.3

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

#### Types of Services Funded

Mueller Charter School provides a wide variety of support and services for students including, but by no means limited to the following:

- As the school closed due to COVID in March 2020- the school spent a significant amount of funds on more students devices, and connectivity, support for teachers home offices, additional virtual online resources, including instructional software, and subscriptions, as well as zoom and other technology to support distance learning.
- An extended school year of 196 days (16 additional instructional days for students);
- Full-time support positions including Coordinator of Instruction, Dean of Students, nurse, psychologist, student advocate, and counselors;
- A technology infrastructure that supports 1 to 1 devices for all students. Each classroom offers a classroom set of laptops or devices including desktop computers and IPADS, a laser printer, document camera and LCD projector with support for instructional videos, DVD's and Internet-related content. We also have over 700 laptop computers on carts to help facilitate research and writing projects, as well as a substantial investment in software providing both assessment and instruction tied to state grade level standards;
- Home visits by all classroom teachers at the beginning of the school year, and parent conferences during the year to create and maintain home-school partnerships and support;
- Funding for annual enhancements to classroom reading libraries and materials, field trips for students, and collaboration time offering art and music instruction;
- Substantial investment in professional development opportunities and programs for all staff, including a new series of 8 training sessions on culturally responsive teaching and teaching on distance learning platforms.



**State Priority: Pupil Engagement**

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

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

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

Rate for Mueller Charter School &	2016-17	2017-18	2018-19
Dropout Rate		3.6	5.7
Graduation Rate		94	94.3

Rate for Chula Vista Elementary School	2016-17	2017-18	2018-19
Dropout Rate	3.1	3.7	2.7
Graduation Rate	95.3	93.8	96.9

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

**Career Technical Education Participation**

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

**Career Technical Education Programs**

Currently Bayfront Charter High School offers 2 CTE aligned courses: 1) Forensic Science and 2) English 12: Memories of War. Both courses fall under the CTE Sector of Public Services and CTE Pathway of Legal Practices. Bayfront is working towards creating a CTE Pathway for its students.

**ENGLISH 12: Memories of War**

This course will focus on the stories of survivors of war, and students will learn about non-profit organizations in their community who assist immigrants and refugees. Students will read world literature including plays, biographical fiction, and memoirs related to war and conflict. They will work with essay writing, script writing, and poetry, as well as professional correspondence with local non-profit organizations. Students will learn the history of displaced groups in their community, how non-profits serve the needs of those groups, how non-profits function as a business, and what volunteer opportunities are available to students.

**FORENSIC SCIENCE:**

In this course students study biology and earth science by engaging in investigations of how scientific evidence is used to solve crimes. Students take on the roles of public safety professionals to identify, collect, preserve, test, and analyze physical evidence. Each unit of this course asks how physical evidence can be used to solve a type of crime, and students explain and explore the scientific principles at work. Students learn not only how and why evidence can be used to solve crime, but also how biogeological processes affect the preservation and viability of physical evidence. Professional report writing is emphasized in this course, reflecting the high frequency and importance of writing reports in public safety careers. Throughout this course, students will collect and analyze evidence from simulated crime scenes. The course culminates with students using physical evidence to solve a simulated homicide and delivering expert testimony in a simulated murder trial.

These classes are both approved through the University of California and are recognized as UC a-g approved courses that align with CTE standards. Bayfront's Forensic Science course was adopted from the University of California Curriculum Integration (UCCI). UCCI focuses on assisting high schools with the development and implementation of integrated courses that unite academic study with Career Technical Education. Bayfront's Forensic Science course helps fulfill the "D" Lab Science requirement for graduation. Students elect to take this course. Bayfront's English 12: Memories of War is also embedded into one of Bayfront's graduation requirement; more specifically this course meets the "B" English requirement for graduation. All seniors take this course prior to graduation.

**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	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	70.59

**2019-20 Advanced Placement Courses**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science	2	N/A
Social Science		N/A
All courses	3	13.8

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

In addition to offering 9th and 11th grade college visits for its students, Bayfront has a partnership with Junior Achievement. Through this partnership and the work of our school counselors, all students take career assessments, receive 5 classroom lessons on topics including career exploration and interest, financial literacy. Student also receive information relevant to San Diego County's job market. In addition to these services, SPED students have Individualized Transitional Plans which focus on post-secondary transitions. Our SPED students also visit local businesses to learn about job opportunities available within the community.

Bayfront uses course completion/passing rates and teacher and department feedback to evaluate the effectiveness of its courses. Bayfront also has an Instructional Leadership Team (ILT) which observes teaching and learning in all of Bayfront's classes, including the 2 mentioned above.

Dr. Ryan Santos is the primary representative for CTE at Bayfront Charter High School. As mentioned earlier, Bayfront offers 2 CTE aligned courses but is in the process of developing CTE Pathways for its students.

### **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.