

# Chula Vista Learning Community Charter

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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

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.

## 2021-22 School Contact Information

<b>School Name</b>	Chula Vista Learning Community Charter
<b>Street</b>	380 Third Avenue
<b>City, State, Zip</b>	Chula Vista CA 91910
<b>Phone Number</b>	619-946-4200
<b>Principal</b>	Laura Duran
<b>Email Address</b>	<a href="mailto:laura.duran@cvesd.org">laura.duran@cvesd.org</a>
<b>School Website</b>	<a href="http://www.cvlcc.org">www.cvlcc.org</a>
<b>County-District-School (CDS) Code</b>	37 68023 6115778

## 2021-22 District Contact Information

<b>District Name</b>	Chula Vista Learning Community Charter School
<b>Phone Number</b>	6194259600
<b>Superintendent</b>	Oscar Esquivel, Interim Superintendent
<b>Email Address</b>	<a href="mailto:oscar.esquivel@cvesd.org">oscar.esquivel@cvesd.org</a>
<b>District Website Address</b>	<a href="http://www.cvesd.org">www.cvesd.org</a>

## 2021-22 School Overview

Chula Vista Learning Community Charter Middle School opened in July of 2001. The school serves a student population from seventh and eighth grades.

### Vision:

The Chula Vista Learning Community Charter School believes in the full potential of each 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 this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	141
Grade 1	96
Grade 2	96
Grade 3	96
Grade 4	130
Grade 5	99
Grade 6	123
Grade 7	156
Grade 8	144
Grade 9	104
Grade 10	117
Grade 11	104
Grade 12	103
Total Enrollment	1,509

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	55.5
Male	44.5
Asian	0.1
Black or African American	0.3
Filipino	0.3
Hispanic or Latino	94.8
Two or More Races	0.2
White	4
English Learners	23.6
Foster Youth	0.1
Socioeconomically Disadvantaged	62.7
Students with Disabilities	5.5

## 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

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

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	64.1	85.9	1227.0	88.7	228366.1	83.1
Intern Credential Holders Properly Assigned	2.1	2.9	5.1	0.4	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	31.4	2.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	14.0	1.0	12115.8	4.4
Unknown	8.4	11.2	106.0	7.7	18854.3	6.9
Total Teaching Positions	74.6	100.0	1383.7	100.0	274759.1	100.0

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

### 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2014	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Writing Pathways - Calkins (K-8) Making Meaning – Developmental Studies Center (K-12) Benchmark (K-12)	Yes	0
<b>Mathematics</b>	San Francisco Math (K-5) Illustrative Mathematics (6-12)	Yes	0
<b>Science</b>	National Geographic - Science (TK-5) Prentice Hall Science (6-12)	Yes	0
<b>History-Social Science</b>	National Curriculum Standards for Social Science The People's History of the United States - Zinn The People's History of the World - Harman National Geographic History/Social Science (7-8) McGraw Hill - History (9-12)	Yes	0
<b>Foreign Language</b>	Continuo de adquisición de la lectoescritura (TK-2) Glencoe Spanish (6-12) National Geographic - Español Ortografía Básica de la lengua española (TK-12) Gramática - didáctica del español (TK-12)	Yes	0
<b>Health</b>	Glencoe - Teen Health, California Edition (6-12)	Yes	0

<b>Science Laboratory Equipment</b> (grades 9-12)	Chemicals for Chemistry aligned with Next Generation Science Standards	Yes	0
--	--	-----	---

## School Facility Conditions and Planned Improvements

CVLCC Middle School is currently located in a non-district facility.

Year and month of the most recent FIT report

10/5/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		300 RR Boys: Inside door handle is loose, sink handle needs replace, hand rails dirty and sink. 403 CR: Stained ceiling tile; broken ceiling tile, faucet leaks, cabinet needs to be sealed, IT box broken. 601 RR Boys: Toilets need to be recaulked to wall, floor seams have splits, H/C toilet pulling away from wall 604 CR: stained ceiling tile 606 CR: damaged tack panel 705 CR: ceiling tile stains Kitchen Office: Lockers not secured. Kitchen: R/R floor has a split, threshold loose Library: book shelf not secured.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Electrical Room: Dirty and cluttered.
<b>Electrical</b>	X			302 CR: plugin air freshner, IT Box out of wall, broken IT box 402 CR: IT box missing, pencil sharpener broke, cabinents need sealing 405 CR: broken IT box and no cover, looseloose outlet/crooked 701 CR: IT box broken, cover plate missing Lounge: electrical face plate missing.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			300 RR Boys: Inside door handle is loose, sink handle needs replace, hand rails dirty and sink. 300 RR Girls: Loose toilet seat, sink handle rusty 403

## School Facility Conditions and Planned Improvements

				CR: Stained ceiling tile; broken ceiling tile, faucet leaks, cabinet needs to be sealed, IT box broken. 601 RR Boys: Toilets need to be recaulked to wall, floor seams have splits, H/C toilet pulling away from wall
<b>Safety:</b> Fire Safety, Hazardous Materials	X			302 CR: plugin air freshner, IT Box out of wall, broken IT box
<b>Structural:</b> Structural Damage, Roofs	X			404/403 RR Boys: Hallway between 4 stained ceiling tiles.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			300 RR Boys: Inside door handle is loose, sink handle needs replace, hand rails dirty and sink. 704 CR: door closes but doesn't lock

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

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

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	846	NT	NT	NT	NT
<b>Female</b>	446	NT	NT	NT	NT
<b>Male</b>	400	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	804	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	33	NT	NT	NT	NT
<b>English Learners</b>	118	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	518	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	54	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	846	NT	NT	NT	NT
Female	446	NT	NT	NT	NT
Male	400	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	804	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	33	NT	NT	NT	NT
English Learners	118	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	518	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

7th Grade Student Groups	7th Grade Total Enrollment	7th Grade Number Tested	7th Grade Percent Tested	7th Grade Percent Not Tested	7th Grade Percent At or Above Grade Level
All Students	156	156	100	0	26
English Learners	11	11	100	0	9
Socioeconomically Disadvantaged	79	78	99	1	35
Students with Disabilities	12	12	100	0	8

8th Grade Student Groups	8th Grade Total Enrollment	8th Grade Number Tested	8th Grade Percent Tested	8th Grade Percent Not Tested	8th Grade Percent At or Above Grade Level
All Students	144	144	100	0	41
English Learners	14	14	100	0	0
Socioeconomically Disadvantaged	91	91	100	0	41
Students with Disabilities	10	10	100	0	0
*At or above the grade-level standard in the context of the local assessment administered.					

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

7th Grade Student Groups	7th Grade Total Enrollment	7th Grade Number Tested	7th Grade Percent Tested	7th Grade Percent Not Tested	7th Grade Percent At or Above Grade Level
All Students	156	156	100	0	26
English Learners	11	11	100	0	9
Socioeconomically Disadvantaged	79	79	100	0	20
Students with Disabilities	12	12	100	0	8
8th Grade Student Groups	8th Grade Total Enrollment	8th Grade Number Tested	8th Grade Percent Tested	8th Grade Percent Not Tested	8th Grade Percent At or Above Grade Level
All Students	144	144	100	0	21
English Learners	14	14	100	0	0
Socioeconomically Disadvantaged	91	91	100	0	21
Students with Disabilities	10	10	100	0	0
*At or above the grade-level standard in the context of the local assessment administered.					

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	339	NT	NT	NT	NT
Female	183	NT	NT		
Male	156	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	326	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	32	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	219	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	NT	NT	NT	NT

## 2020-21 Career Technical Education Programs

## 2020-21 Career Technical Education (CTE) Participation

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

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	94.62

## B. Pupil Outcomes

### 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

## 2021-22 Opportunities for Parental Involvement

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 call 619-946-4200 if you wish to become involved in school activities, as well as be directed to the appropriate school. English and Spanish translation is available.

## C. Engagement

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	1.0	0.0	1.9	2.7	0.4	1.9	9.0	8.9	9.4
<b>Graduation Rate</b>	99.0	100.0	98.1	96.9	98.8	97.3	84.5	84.2	83.6

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	105	103	98.1
<b>Female</b>	61	61	100.0
<b>Male</b>	44	42	95.5
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	100	98	98.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	18	17	94.4
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	93	91	97.8
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--



## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1529	1516	43	2.8
Female	846	841	27	3.2
Male	683	675	16	2.4
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	0	0.0
Black or African American	7	5	0	0.0
Filipino	5	5	0	0.0
Hispanic or Latino	1449	1439	40	2.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	1	33.3
White	60	59	2	3.4
English Learners	382	379	14	3.7
Foster Youth	3	3	1	33.3
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	1063	1054	37	3.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	100	100	1	1.0

### C. Engagement

#### 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 and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.52	0.13	0.79	0.02	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.13	0.56	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.13	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.29	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.14	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.26	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		

## 2021-22 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 13, 2021 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 October 5, 2021 and Jupiter Grades on October 5, 2021, and on October 8, 2021 parent phone calls. A presentation of the School Safe Plan was presented to the community on November 8, 2021 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.

## D. Other SARC Information

## Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	4	
1	24		4	
2	24		6	
3	24		4	
4	32		4	
5	29		5	
6	33		1	3

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	4	
1	24		4	
2	24		4	
3	24		6	
4	32		3	
5	32		4	
6	35		4	1

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	6	2	
1	24		4	
2	24		4	
3	24		4	
4	22	2	4	
5	25		4	
6	31		4	

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	8	19	
Mathematics	25	9	17	1
Science	25	8	21	
Social Science	24	12	21	

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	4	18	1
Mathematics	24	9	16	
Science	24	6	12	
Social Science	24	6	18	

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	2	22	1
Mathematics	25	4	24	
Science	25	1	19	
Social Science	25	7	23	1

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	718.6

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	2
Social Worker	0
Nurse	0.6
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	5.4

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>				
<b>District</b>	N/A	N/A		\$82,315
<b>Percent Difference - School Site and District</b>	N/A	N/A		
<b>State</b>			\$8,444	\$85,863
<b>Percent Difference - School Site and State</b>	N/A	N/A		

## 2020-21 Types of Services Funded

CVLCC's After School Program: Programs at CVLCC target levels of inquiry, skills and metacognition. Goal for the programs is 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 Internships: Students in 7-8th grades participate in innovation courses, as well as participated in academic clubs to support content and knowledge delivered throughout the academic school year.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$51,655	\$52,060
<b>Mid-Range Teacher Salary</b>	\$77,932	\$84,043
<b>Highest Teacher Salary</b>	\$103,806	\$107,043
<b>Average Principal Salary (Elementary)</b>	\$137,246	\$133,582
<b>Average Principal Salary (Middle)</b>	\$0	\$138,803
<b>Average Principal Salary (High)</b>	\$0	\$133,845
<b>Superintendent Salary</b>	\$308,616	\$240,628
<b>Percent of Budget for Teacher Salaries</b>	37%	35%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	63.1
--	------

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	6
Fine and Performing Arts	0
Foreign Language	9
Mathematics	0
Science	0
Social Science	7
<b>Total AP Courses Offered</b>	22

## Professional Development

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:

Understanding by Design Model (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 the two-day GLAD (Guided Language Acquisition Development) training; Since 2011, the Inquiry Model has been implemented to address the Common Core. In 2015-16, 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 (PLC). Teachers receive feedback through instructional walkthroughs given by administration and consultants. Gifted and Talented Education Certification is offered to all new teachers to CVLCC at the beginning of each academic school year. The Understanding by Design templates are utilized for teachers to integrate common core standards and focus on learning objectives with the end in mind. In 2019-20, faculty will continue to receive learning opportunities in designated and integrated language development, Guided Language Acquisition and Design strategy work, and continued work with Harvard Graduate School of Education and University of San Francisco consultants.

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. There has also been a strong focus on the integration of human rights education to link social justice topics.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	7		