

Mueller Charter School

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/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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/ 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/ 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

School Name	Mueller Charter School
Street	715 I Street
City, State, Zip	Chula Vista, CA 91910
Phone Number	(619) 422-6192
Principal	Dr. Maureen DeLuca, Executive Director
Email Address	maureen.deluca@cvesd.org
School Website	http://muellercharterschool.org/index.html
County-District-School (CDS) Code	37-68023-6037980

2021-22 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619) 425-9600
Superintendent	Oscar Esquivel, Interim Superintendent
Email Address	oscar.esquivel@cvesd.org
District Website Address	www.cvesd.org

2021-22 School Overview

Mueller Charter School (MCS) is a TK-12 school, currently enjoying its 28th year as a charter. Mueller is directly funded by the state of California and is authorized by the Chula Vista Elementary School District, participating 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 and in 2020 was awarded NCUST's America's Best Urban School Award.

MCS is a fiscally independent charter school among over 45 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 1600 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.

2021-22 School Overview

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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	136
Grade 1	128
Grade 2	132
Grade 3	128
Grade 4	127
Grade 5	130
Grade 6	118
Grade 7	101
Grade 8	99
Grade 9	187
Grade 10	144
Grade 11	145
Grade 12	119
Total Enrollment	1,694

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	0.1
Asian	0.2
Black or African American	2.3
Filipino	2.1
Hispanic or Latino	87.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.1
White	6.6
English Learners	33.8
Homeless	0.1
Socioeconomically Disadvantaged	71.4
Students with Disabilities	8.8

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)	64.5	92.4	1227.0	88.7	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	5.1	0.4	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.8	4.0	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	2.4	3.6	106.0	7.7	18854.3	6.9
Total Teaching Positions	69.9	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	2.8
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	2.8

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

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

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.6

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

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.

Year and month in which the data were collected

December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark ELA K-6 Adopted in 2016.	Yes	0%
Mathematics	Eureka Math 2015 CPM Mathematics (6th-12th)2018	Yes	0%
Science	Harcourt Science series for Kindergarten to Fifth Grade Prentice Hall 7/8 Adopted in the Spring of 2008	Yes	0%
History-Social Science	McGraw Hill Social Studies Kindergarten – Sixth grade McDougal/Little 7/8 Adopted in the Spring of 2007	Yes	0%
Foreign Language	Spanish		N/A
Visual and Performing Arts	None		N/A
Science Laboratory Equipment (grades 9-12)	Mueller Charter School maintains a science lab at the Living Coast Discovery Center. Students in 7th grade participate in the lab once a week. Groups of 8th grade students participate on a rotating schedule each Friday. Grades K - 6th participate in the lab as scheduled.		N/A

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

10/8/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		<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 201 CR: carpet stained, micro and fridge, 2 lights cover dirty. 301 CR: 2 pieces of ceiling tile missing 402 CR: Tile broken, chemicals under sink, fridge, carpet stained, plug in air freshener 406 Psychologist: Fire extiguishner hook is loose. 1 missing ceiling tile. 601 CR: Carpet stains, aerosol paint under sink, plug in air freshener, 1 light fixture out, 1 ceiling tile missing entryway floor tile bad 605 Counseling center: candle wax melter plugged in, chemicals under the sink, coffe pot, 2 stained ceiling tiles, bottom plate falling off, carpet stained 6th, 7th and 8 Girls RR: knob detached, stained tile floors. 703 CR: 1 lighth fixture out, 1 ceiling tile stained, fridge, carpet trim taped down 802 CR: Sagging ceiling tile, carpet stains, fridge, chemical under sink, faucet sprays wall. 806 CR: Pencil sharpener broken cover missing, electric socket pulled away from wall under white board, tray rails sticking out, broken</p>

School Facility Conditions and Planned Improvements

			<p>electrical socket, aerosol air freshener, check drain under sink</p> <p>807</p> <p>CR: Carpet stains, table outside broken leg, pencil sharpener broken., loose ceiling tile</p> <p>808</p> <p>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</p> <p>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</p> <p>CR: Chemicals under sink, IT boxes exposed wires, carpet stains.</p> <p>902</p> <p>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>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		<p>Kinder Play Toy: dirty, beer cans on ground</p>
Electrical		X	<p>1001</p> <p>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</p> <p>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</p> <p>CR: 1 light out, carpet stains, IT box out of wall to fridge.</p>

School Facility Conditions and Planned Improvements

				<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</p> <p>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</p> <p>CR: 1 lighth fixture out, 1 ceiling tile stained, fridge, carpet trim taped down</p> <p>806</p> <p>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>808</p> <p>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</p> <p>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</p> <p>CR: Chemicals under sink, IT boxes exposed wires, carpet stains.</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>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			1002

School Facility Conditions and Planned Improvements

			<p>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</p> <p>CR: faucet is loose, pencil sharpener missing cover, 1 light out, sink trap badly corroded</p> <p>605</p> <p>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</p> <p>CR: Sagging ceiling tile, carpet stains, fridge, chemical under sink, faucet sprays wall.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>1001</p> <p>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</p> <p>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</p> <p>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>

School Facility Conditions and Planned Improvements

500 Building Electrical: panels blocked, supplies stosed on transformer, rooms beeing used for storage.

501
CR. Fridgerator: Aerosol part under sink, carpet stain, fridge

502
CR: Household cleaner under sink, carpet stained, fridge, door way tile is broken and missing, pencil sharpener missing cove.

600 Building Electrical: spiders and webs, room used for storage

601 CR: Carpet stains, aerosol paint under sink, plug in air freshener, 1 light fixture out, 1 ceiling tile missing entryway floor tile bad

605
Counseling center: candle wax melter plugged in, chemicals under the sink, coffe pot, 2 stained ceiling tiles, bottom plate falling off, carpet stained

701
CR: Pencil sharpener broken, chemicals under sink, fridge and micro, cover base off on S wall, warped ceiling tile

704
CR: Pencil sharpner missing cover, chemicals under sink, slow drain, fridge.

705 Copy Center: Micro, fire extinguisher hook missing.

802
CR: Sagging ceiling tile, carpet stains, fridge, chemical under sink, faucet sprays wall.

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.

901
CR: Chemicals under sink, IT boxes exposed wires, carpet stains.

902
CR: Carpet stains, ceiling tile stains, faucet is loose, aerosol pludge under sink, 1 broken ceiling tile, cob webs, door doesn't close

Admin Conf Rm: (*) vinyl peeling under sink, torch lighter fuel under sink

School Facility Conditions and Planned Improvements

				Stage: Exit stairs dirty, stairs blocked by plants, elevators used full storage, open electrical boxes, walls need touch up paint, cabinets not secured.
Structural: Structural Damage, Roofs	X			<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>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<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>

School Facility Conditions and Planned Improvements

				<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. 700 Building Electrical: Doors to left side panels blocked, missing blinds, sink trap looks bad</p> <p>801 CR: Sagging ceiling tile, fridge, 2 stained, 1 broken ceiling tile, ext door holes and rust</p> <p>804 CR: Door weather strip damaged, fridge faucet sprays, hole in N wall, ext door damage and wall damage</p> <p>807 CR: Carpet stains, table outside broken leg, pencil sharpener broken., loose ceiling tile</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 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.</p> <p>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.</p>
--	--	--	--	--

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
All Students	843	NT	NT	NT	NT
Female	412	NT	NT	NT	NT
Male	431	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	26	NT	NT	NT	NT
Filipino	19	NT	NT	NT	NT
Hispanic or Latino	742	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	47	NT	NT	NT	NT
English Learners	287	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	689	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	86	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	843	NT	NT	NT	NT
Female	412	NT	NT	NT	NT
Male	431	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	26	NT	NT	NT	NT
Filipino	19	NT	NT	NT	NT
Hispanic or Latino	742	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	47	NT	NT	NT	NT
English Learners	287	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	689	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	86	NT	NT	NT	NT

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	340	NT	NT	NT	NT
Female	173	NT	NT	NT	NT
Male	167	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	289	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	30	NT	NT	NT	NT
English Learners	75	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	252	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	NT	NT	NT	NT

2020-21 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.

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.

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	60.48

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

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 Council. They work closely with the Executive Director & the Principals 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.

2021-22 Opportunities for Parental Involvement

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.

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
Dropout Rate	5.7	0.8	0.0	2.7	0.4	1.9	9.0	8.9	9.4
Graduation Rate	94.3	99.2	100.0	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	117	117	100.0
Female	53	53	100.0
Male	64	64	100.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	94	94	100.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	17	17	100.0
English Learners	26	26	100.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	89	89	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	14	14	100.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1725	1708	135	7.9
Female	832	824	66	8.0
Male	893	884	69	7.8
American Indian or Alaska Native	1	1	0	0.0
Asian	5	4	0	0.0
Black or African American	43	39	5	12.8
Filipino	36	36	0	0.0
Hispanic or Latino	1501	1490	123	8.3
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	21	21	2	9.5
White	114	113	5	4.4
English Learners	628	626	61	9.7
Foster Youth	2	2	0	0.0
Homeless	6	6	1	16.7
Socioeconomically Disadvantaged	1318	1308	116	8.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	167	167	20	12.0

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
Suspensions	1.09	0.00	0.79	0.02	3.47	0.20
Expulsions	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
Suspensions	0.66	0.56	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

Date of last review/update: January 19, 2022

2021-22 School Safety Plan

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 November 8, 2021.

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	21	4	6	
1				
2	22		5	
3	22		6	
4	27		3	
5	31		6	
6	30		5	

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	18	2	6	
1	12	9		
2	9	14		
3	13	9		
4	14	9		
5	19	5	1	
6	32		3	
Other	17	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	17	2	6	
1	16	8		
2	10	13		
3	12	11		
4	13	10		
5	16	5	3	
6	30		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	24	4	11	
Mathematics	22	8	8	
Science	25	4	5	
Social Science	30	2	9	1

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	27	1	10	1
Mathematics	29	4	22	4
Science	28	1	7	2
Social Science	26	3	8	2

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	17	13	8	
Mathematics	30	1	27	6
Science	28	2	7	2
Social Science	28	2	6	5

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	264.7

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)	6.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.3
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	4.1

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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
School Site	11,440	1,447	9,992	89488.67
District	N/A	N/A	57,444,858	\$82,315
Percent Difference - School Site and District	N/A	N/A	-199.9	8.4
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	16.8	4.1

2020-21 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 Student Support Services, Instructional Coach, Dean of Students, nurses, psychologists, social worker, 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 1600 laptop computers 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.

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

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

3.5

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	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	1

Professional Development

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:

- 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
- Creating Safe and Inclusive Learning Environments
- 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 spikes in COVID-19 cases, a virtual option for attending professional development is provided. Staff also have opportunities to attend external trainings to strengthen their instruction.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	3	5