Chula Vista Learning Community Charter Elementary School

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access	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.

2022-23 School Contact Information

School Name	Chula Vista Learning Community Charter Elementary School
Street	590 K Street
City, State, Zip	Chula Vista CA 91911
Phone Number	(619) 426-2885
Principal	Mr. Edward Caballero
Email Address	edward.caballero@cvesd.org
School Website	www.cvlcc.org
County-District-School (CDS) Code	37-68023-6115778

2022-23 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619)425-9600
Superintendent	Dr. Eduardo Reyes, Superintendent
Email Address	eduardo.reyes@cvesd.org
District Website Address	www.cvesd.org

2022-23 School Overview

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

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

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	128
Grade 1	126
Grade 2	99
Grade 3	96
Grade 4	96
Grade 5	125
Grade 6	92
Grade 7	133
Grade 8	152
Grade 9	100
Grade 10	94
Grade 11	111
Grade 12	97
Total Enrollment	1,449

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	56.0
Male	44.0
American Indian or Alaska Native	0.0
Asian	0.1
Black or African American	0.3
Filipino	0.4
Hispanic or Latino	95.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.4
White	3.5
English Learners	22.7
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	57.5
Students with Disabilities	6.2

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

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)	64.10	85.87	1227.00	88.68	228366.10	83.12
Intern Credential Holders Properly Assigned	2.10	2.87	5.10	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	31.40	2.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	14.00	1.01	12115.80	4.41
Unknown	8.40	11.25	106.00	7.66	18854.30	6.86
Total Teaching Positions	74.60	100.00	1383.70	100.00	274759.10	100.00

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

2021-22 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

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

Year and month in which the data were collected	July 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Writing Pathways - Calkins (K-8) Making Meaning – Developmental Studies Center (K-12) Benchmark (K-12)	Yes	0%
Mathematics	San Francisco Math (K-5) Illustrative Mathematics (6-12)	Yes	0%
Science	National Geographic - Science (TK-5) Prentice Hall Science (6-12)	Yes	0%
History-Social Science	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)	Yes	0%

	McGraw Hill - History (9-12)		
Foreign Language	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	N/A
Health	Glencoe - Teen Health, California Edition (6-12)	Yes	N/A
Visual and Performing Arts	CA Visual and Performing Arts Standards		N/A
Science Laboratory Equipment (grades 9-12)	Chemicals for Chemistry aligned with Next Generation Science Standards	Yes	N/A

School Facility Conditions and Planned Improvements

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

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

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

Year and month of the most recent FIT report	8/25/2022

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		401 CR: dirty carpet and rug, cracked ceiling tile (movement sensor) // * Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats // 405 CR: Blocked Fire Extinguisher, dirty carpet and rugs // Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. CFC Section 315.3.1 600 RR Girls: rusty sanitary containers, mirrors peeling, rust stains on floor 601 RR Boys: Toilets need to be recaulked to

wall, floor seams have splits, H/C toilet pulling away from wall 606 CR: Carpet is sooiled // Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. - CFC Section 315.3.1 // Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel.1. Maintain 36" clearance around electrical panels. 2 Remove all combustible items from Electrical room. CFC Section 604.3 // , fire extinguishers shall be installed/mounted on supplied brackets. 701 CR: Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. // Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. - CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 // A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. - CFC Section 604.3 702 CR: Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. // Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. - CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 // A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. - CFC Section 604.3 703 CR: Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. // Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. - CFC, Section 807.5.2.3 See

			https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 // A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. - CFC Section 604.3 705 CR: Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. // Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. - CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 // A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. - CFC Section 604.3 Admin and offices: carpet stains main area // CUMS Office: Ceiling tiles stained Health/ Nurse Office: Hole in tag board above picture frame IT Office / MPR: Soiled carpet (needs deep cleaning) // * Unsecured racks to wall Kitchen Office: Lockers not secured. Kitchen: Lamps need to be cleaned (bugs) // Water leak Library: stained ceiling tiles MP: Multiple areas of floor is damaged - vynil tiles are cracked // Loose motion sensor from tile // Workroom / MPR: Soiled carpet (needs deep cleaning) // Power Strip Usage - Relocatable power strips shall not be daisy chained, run\through walls, ceilings, floors, under doors, or under floor coverings. Remove and /or provide permanent electrical. Power strips must be plugged directly into wall outlet and not outlet expander or extension cords. - Fire code CFC Section 604.4-604.4.3 YMCA: Soiled carpet (needs deep cleaning) // Ceiling clearance - Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		200 RR Boys: dirty walls, dirty partitions, mirrors peeling, dirty ceiling tile (HAND Prints, damage partition by 1st urinal (degaradation by urine splash) 200 RR Girls: Rusted ceiling rails,dirty walls, dirty partitions,mirrors peeling, caulking around sinks 306 CR: Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. // Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered

School Facility Conditions and Planned Improvements

buildings // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc // Damage sink counter (water) 404/403 RR Boys: Hallway between 4 stained ceiling tiles., walls are dirty by the doors of the RR, mirror peeling 601 CR: rug extremely dirty, damage sink counter, blocked electrical panel box // Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel.1. Maintain 36" clearance around electrical panels. 2 Remove all combustible items from Electrical room. CFC Section 604.3 603 CR: carpet stains,sink counter damaged, rusty sink drain,painted electrical panel box, blocked electrical panel box, // Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel.1. Maintain 36" clearance around electrical panels. 2 Remove all combustible items from Electrical room. CFC Section 604.3 // Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings 700 RR Boys: mirror peeling , dirty partitions, 802 CR: Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. // Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. - CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 // A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. - CFC Section 604.3 Electrical Room: Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel.1. Maintain 36" clearance around electrical panels. 2 Remove all combustible

			items from Electrical room. CFC Section 604.3 Play Toy: Needs powerwashing
Electrical		X	200 MDF, Fire Alarm Room: Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel.1. Maintain 36" clearance around electrical panels. 2 Remove all combustible items from Electrical room. CFC Section 604.3 303 CR: Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. // Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc // Damage sink counter (water) 304 CR: Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. // Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc // Damage sink counter (water) 305 CR: Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. // Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc // Damage sink counter (water) 306 CR: Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height

of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. // Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc // Damage sink counter (water) 402 CR: damage sink counter (water) // tackboard damage by door to RR // Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. CFC Section 315.3.1 403 CR: Stained ceiling tile // broken ceiling tile // water damage in sink counter// IT box broken // tackboard ripped by rr door Exit sign (lower) cover is broken. // Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. CFC Section 315.3.1 606 CR: Carpet is sooiled // Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. - CFC Section 315.3.1 // Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel.1. Maintain 36" clearance around electrical panels. 2 Remove all combustible items from Electrical room. CFC Section 604.3 // , fire extinguishers shall be installed/mounted on supplied brackets. 701 CR: Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. // Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. - CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 // A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. - CFC Section 604.3 707 CR: Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. // Educational occupancies all drapes, hanging curtains, drops, and

			all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. - CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 // A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. - CFC Section 604.3 801 CR: Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. // Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. - CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 // A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. - CFC Section 604.3 804 CR: missing communication box damage tackboard,missing electrical cover plate (data cables), // Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc 805 CR: Ceiling tiled moved, painted electrical panel box, scratched ceiling tile, sink counter water damage // A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	200 RR Girls: Rusted ceiling rails,dirty walls, dirty partitions,mirrors peeling, caulking around sinks 306 CR: Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. // Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC

604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc // Damage sink counter (water) 401 CR: dirty carpet and rug, cracked ceiling tile (movement sensor) // * Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats // 403 CR: Stained ceiling tile // broken ceiling tile // water damage in sink counter// IT box broken // tackboard ripped by rr door Exit sign (lower) cover is broken. // Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. CFC Section 315.3.1 404 CR: Sink counter damage (BER) // 601 RR Boys: Toilets need to be recaulked to wall, floor seams have splits, H/C toilet pulling away from wall 601 CR: rug extremely dirty, damage sink counter, blocked electrical panel box // Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel.1. Maintain 36" clearance around electrical panels. 2 Remove all combustible items from Electrical room. CFC Section 604.3 604 CR: blocked electrical panel box, // Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel.1. Maintain 36" clearance around electrical panels. 2 Remove all combustible items from Electrical room. CFC Section 604.3 // Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings // damaged sink counter,carpet stains 605 CR: blocked electrical panel box, // Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel.1. Maintain 36" clearance around electrical panels. 2 Remove all combustible items from Electrical room. CFC Section 604.3 // Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings // damaged sink counter,carpet stains 703 CR: Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. // Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-

			flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. - CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 // A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. - CFC Section 604.3 802 CR: Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. // Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. - CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 // A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. - CFC Section 604.3
Safety: Fire Safety, Hazardous Materials	X		305 CR: Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. // Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc // Damage sink counter (water) 307 CR: Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. // Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc // Damage sink counter (water) 403 CR: Stained ceiling

School Facility Conditions and Planned Improvements			
			tile // broken ceiling tile // water damage in sink counter// IT box broken // tackboard ripped by rr door Exit sign (lower) cover is broken. // Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. CFC Section 315.3.1 603 CR: carpet stains,sink counter damaged, rusty sink drain,painted electrical panel box, blocked electrical panel box, // Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel.1. Maintain 36" clearance around electrical panels. 2 Remove all combustible items from Electrical room. CFC Section 604.3 // Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings 801 CR: Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. // Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. - CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 // A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. - CFC Section 604.3 Electrical Room: Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel.1. Maintain 36" clearance around electrical panels. 2 Remove all combustible items from Electrical room. CFC Section 604.3 Speech/Language Therapy: Ceiling clearance - Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings YMCA: Soiled carpet (needs deep cleaning) // Ceiling clearance - Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings
Structural: Structural Damage, Roofs	X		200 RR Boys: dirty walls, dirty partitions, mirrors peeling, dirty ceiling tile (HAND Prints, damage partition by 1st urinal (degaradation by urine splash)

School Facility Conditions and Planned Improvements

				305 CR: Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. // Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc // Damage sink counter (water)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			704 CR: Storage shall be maintained a minimum 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. // Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. - CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 // A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. - CFC Section 604.3

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

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	58	N/A	54	N/A	47
Mathematics (grades 3-8 and 11)	N/A	25	N/A	41	N/A	33

2021-22 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.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	794	787	99.12	0.88	57.96
Female	442	439	99.32	0.68	60.96
Male	352	348	98.86	1.14	54.18
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	757	750	99.08	0.92	56.55
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	30	30	100.00	0.00	86.67
English Learners	138	135	97.83	2.17	16.30
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	530	525	99.06	0.94	50.76
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	50	50	100.00	0.00	18.00

2021-22 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.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	794	792	99.75	0.25	25.25
Female	442	442	100.00	0.00	23.53
Male	352	350	99.43	0.57	27.43
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	757	755	99.74	0.26	24.77
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	30	30	100.00	0.00	30.00
English Learners	138	138	100.00	0.00	9.42
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	530	529	99.81	0.19	21.17
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	50	50	100.00	0.00	8.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	32.61	--	36.97	28.5	29.47

2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	370	368	99.46	0.54	32.61
Female	203	203	100	0	31.03
Male	167	165	98.8	1.2	34.55
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	347	345	99.42	0.58	31.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	19	100	0	47.37
English Learners	26	26	100	0	3.85
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	236	235	99.58	0.42	28.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	25	100	0	12

2021-22 Career Technical Education Programs

The Chula Vista Learning Community Charter School High School provides courses to prepare students for university life. Advanced Placement courses and Honors courses in content areas serve to enhance student potential and abilities to master university life. Further collaboration with the University of California, San Diego Extension provides university courses for students in high school.

2021-22 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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	97.06

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.56%	98.37%	98.37%	96.75%	98.37%

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.

2022-23 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."

2022-23 Opportunities for Parental Involvement

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

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

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

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0	3.1		0.4	1.5		8.9	7.8
Graduation Rate		100	96.9		98.8	96.6		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	98	95	96.9
Female	56	54	96.4
Male	42	41	97.6
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	92	89	96.7
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	--	--	--
English Learners	29	26	89.7
Foster Youth	--	--	--
Homeless	0	0	0.0
Socioeconomically Disadvantaged	86	83	96.5
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1493	1471	146	9.9
Female	832	820	83	10.1
Male	661	651	63	9.7
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	5	5	1	20.0
Filipino	6	6	0	0.0
Hispanic or Latino	1420	1399	140	10.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	3	50.0
White	52	51	2	3.9
English Learners	337	333	55	16.5
Foster Youth	2	2	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	972	964	108	11.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	122	120	11	9.2

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.13	0.56	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.13	1.34	0.02	0.68	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.34	0.00
Female	1.08	0.00
Male	1.66	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	1.27	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.92	0.00
English Learners	0.89	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.34	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.64	0.00

2022-23 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. During the October 10, 2022 Charter Board Meeting, stakeholders were invited to participate in the process of reviewing the School Safety Plan. Communication regarding the meeting was disseminated via School Messenger and Jupiter Grades on October 6, 2022 and October 9, 2022. The School Safety Plan was approved on November 14, 2022 by the Charter Board. Copies of the School Safety 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.

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	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	2	4	
1	21	1	5	
2	25		4	
3	24		4	
4	24		4	
5	21	2	4	
6	23		4	

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	20	
Mathematics	25	7	19	
Science	24	4	15	
Social Science	25	8	19	2

2021-22 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	1317.27

2021-22 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)	1.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	9.6

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
School Site	11,803	3,408	8,395	136,019
District	N/A	N/A	8,395	$85,506
Percent Difference - School Site and District	N/A	N/A	0.0	45.6
State	N/A	N/A	$6,594	$87,271
Percent Difference - School Site and State	N/A	N/A	24.0	43.7

2021-22 Types of Services Funded

After School Programs at CVLCC target levels of inquiry, skills and metacognition in the areas English Language Arts, Spanish Language Arts, and Mathematics for all targeted students.

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

CVLCC Internships: Students in 11th grade participate in our internship program through Fellows Program to provide a connection between our MicroSociety Program and the Real World. Students learn on the job skills, as well as the necessary knowledge to participate in the transformation of current society.
A cohort model was adopted for targeted students in grades TK-12th to support students.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$52,430	$52,641
Mid-Range Teacher Salary	$79,101	$83,981
Highest Teacher Salary	$105,363	$107,522
Average Principal Salary (Elementary)	$139,463	$136,247
Average Principal Salary (Middle)		$142,248
Average Principal Salary (High)		$139,199
Superintendent Salary	$313,246	$242,166
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	56

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	5
Fine and Performing Arts	0
Foreign Language	6
Mathematics	0
Science	0
Social Science	8
Total AP Courses Offered Where there are student course enrollments of at least one student.	19

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:

Professional Learning addresses literacy development for all grade levels, mathematical conceptual discourse for primary grades, and language acquisition strategies for all grade levels. Consultants and Partnerships with research based institutions are designed to enhance the school's pillars of instruction centered on dual language, global perspectives, community engagement, and social justice.

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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	7	7