Chula Vista Learning Community Charter Elementary School

590 K Street • Chula Vista, CA 91910 • (619) 946-4200 • Grades K-12
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Chula Vista Elementary School District
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District Governing Board

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Superintendent

Jeffrey Thiel, Ed.D.
Assistant Superintendent, Human Resources Services and Support

Oscar Esquivel
Assistant Superintendent, Business Services and Support

Matthew Tessier, Ed.D.
Assistant Superintendent, Innovation and Instruction Services and Support

School Description
Description
Chula Vista Learning Community Charter School opened in September 1998. The school 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 individual to act with integrity and to create their own knowledge.

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

About the SARC

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

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

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	168
Grade 1	100
Grade 2	141
Grade 3	143
Grade 4	141
Grade 5	126
Grade 6	117
Grade 7	123
Grade 8	120
Grade 9	95
Grade 10	112
Grade 11	81
Grade 12	63
Total Enrollment	1,530

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0
Asian	0.2
Filipino	0.3
Hispanic or Latino	94.4
Native Hawaiian or Pacific Islander	0
White	4.4
Two or More Races	0.2
Socioeconomically Disadvantaged	62.4
English Learners	38.8
Students with Disabilities	3.7
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Chula Vista Learning Community Charter	15-16	16-17	17-18
With Full Credential	37	38	36
Without Full Credential	0	3	1
Teaching Outside Subject Area of Competence	0	NA	
Chula Vista Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Chula Vista Learning Community	15-16	16-17	17-18
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	0		

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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

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

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

Textbooks and Instructional Materials Year and month in which data were collected: July 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Writing Pathways - Calkins (K-8) Making Meaning – Developmental Studies Center (K-12) Benchmarks (K-12) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Engage New York (K-12) Everyday Mathematics (K-6) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	National Geographic - Science (TK-5) FOSS Science for grades Kindergarten through Fifth Grade Prentice Hall Science (6-12) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	The People's History of the United States - Zinn The People's History of the World - Harman McGraw Hill - History (9-12) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	Continuo de adquisición de la lectoescritura (TK-2) Glencoe Spanish (6-12) National Geographic - Español **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** N/A
Health	Glencoe - Teen Health, California Edition (6-12) **Percent of students lacking their own assigned textbook:** N/A
Visual and Performing Arts	N/A **Percent of students lacking their own assigned textbook:** N/A
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A **Percent of students lacking their own assigned textbook:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) **Year and month in which data were collected: 1/18/2017**				
	Repair Status			
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			201 CR: (4) Carpet stains 605 CR: (5) Carpet stains.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			605 CR: (5) Carpet stains. Kinder Playtoy: (6) Spider webs
Electrical: Electrical		X		303 CR: Electrical panel covered by paper 304 CR: elctrical panel cvered by paper, paintunder sink 602 CR: Electrical panel covered by paper 603 CR: Electrical panel covered by paper 606 CR: Electrical panel covered by paper 700 RR Girls: Exterior sign inop 702 CR: Exterior sign inop Middle School 805 CR: Electrical panel covered by paper
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Middle School 803 CR: Sink plugged up
Safety: Fire Safety, Hazardous Materials	X			304 CR: elctrical panel cvered by paper, paintunder sink Middle School 802 CR: paint under sink
Structural: Structural Damage, Roofs	X			402 CR: rain gutter pvc elbow leaking 403 CR: Kinder Playtoy: 2nd step has coorrosion Kitchen: water dripping from light fixture
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good** **Fair** **Poor**		

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/18/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
		X		Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs

B. Pupil Outcomes

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	41	44	67	62	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	61	61	62	62	48	48
Math	29	33	48	49	36	37

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	24.6	34.1	25.4
7	11.6	24.8	44.6
9	17.7	32.3	12.5

* 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.

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2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	297	294	99.0	44.2
Male	148	145	98.0	46.2
Female	149	149	100.0	42.3
Hispanic or Latino	286	283	99.0	43.5
Socioeconomically Disadvantaged	219	218	99.5	42.7
English Learners	94	93	98.9	15.1
Students with Disabilities	14	14	100.0	50.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	848	837	98.7	60.65
Male	373	369	98.93	54.2
Female	475	468	98.53	65.74
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	802	793	98.88	60.23
White	35	33	94.29	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	564	557	98.76	56.47
English Learners	445	437	98.2	49.08
Students with Disabilities	33	33	100	6.06

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

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

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

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	848	846	99.76	33.22
Male	373	372	99.73	35.48
Female	475	474	99.79	31.43
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	802	800	99.75	32.38
White	35	35	100	45.71
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	564	563	99.82	28.95
English Learners	445	445	100	23.6
Students with Disabilities	33	33	100	6.06

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

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

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Contact person Mrs. Lillian Toulet
Contact Person Phone Number (619) 934-4488

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

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

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

We encourage parents to read to their children at home, provide cultural activities, and attend school functions with their children. Please call 934-4488 if you wish to become involved in school activities, as well as be directed to the appropriate school. English and Spanish translation is available.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan

Student safety and well-being is promoted by activities, including emergency and earthquake preparedness drills, bus evacuation drills, playground supervision, drug and alcohol abuse prevention education programs, child abuse awareness, Bullying Prevention Program, a program directed toward gang suppression. The School Safety Plan is reviewed annually during the CVLC Charter Board Meetings. Parents have the opportunity to suggest and/or comment on the current plan. n the August 28, 2017 Charter Board Meeting, stakeholders were invited to participate in the process of reviewing the School Safe Plan. Further communication was disseminated via school messenger on September 10, 2017, webpage on September 1, 2017 and Jupiter Grades on September 11, 2017. A presentation of the School Safe Plan was presented to the community on September 11, 2017 and approved by the Charter Board on the same date. Copies of the School Safe Plan for each school site location are available at the school office.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		43.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	0.8
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	0.6
Resource Specialist	2
Other	0
Average Number of Students per Staff Member	
Academic Counselor	484

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	24	21	21		2	2	7	4	6			
1	24	24	25				6	6	4			
2	24	24	24				6	6	6			
3	22	24	24				6	6	6			
4	30	32	28				4	4	5			
5	29	30	32				4	4	4			
6	32	29	29				8	4	4	10		

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

Average Class Size and Class Size Distribution (Secondary)												
	Average Class Size			**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
English	26	27	24	3	2	5	12	19	27	1	1	
Mathematics	14	25	22	9	5	7	2	9	9		1	
Science	22	29	24	6	2	5	9	23	26		3	
Social Science	20	26	25	9	4	4	8	18	20		1	

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

Professional Development provided for Teachers

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

Understanding by Design Model (meta-cognition); Direct instruction on the delivery of content and language objectives; Observation Protocols ; Integration of writing to improve school wide focus on literacy; All new teachers receive the two-day GLAD (Guided Language Acquisition Development) training; Since 2011, the Inquiry Model has been implemented to address the Common Core. In 2015-16, teachers will continue processing the inquiry model as well as additional instructional strategies to improve student learning. The Professional Development will continue to focus on Professional Learning Communities (PLCs). Teachers receive feedback through instructional walkthroughs given by administration and consultants. Gifted and Talented Education Certification is offered to all new teachers to CVLCC at the beginning of each academic school year. The Understanding by Design templates are utilized for teachers to integrate common core state standards and focus on learning objectives with the end in mind.

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

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,672	$48,678
Mid-Range Teacher Salary	$70,414	$78,254
Highest Teacher Salary	$93,793	$96,372
Average Principal Salary (ES)	$124,057	$122,364
Average Principal Salary (MS)		$125,958
Average Principal Salary (HS)		$126,758
Superintendent Salary	$265,166	$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$9,109.90	$567.30	$8,542.60	$93,902.00
District	♦	♦	$166,094,33	$72,171
State	♦	♦	$6,574	$78,363
Percent Difference: School Site/District			-3.1	-8.2
Percent Difference: School Site/ State			37.0	-12.2

* Cells with ♦ do not require data.

Types of Services Funded

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

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

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Chula Vista Learning Community	2013-14	2014-15	2015-16
Dropout Rate			4
Graduation Rate			94
Chula Vista Elementary School District	2013-14	2014-15	2015-16
Dropout Rate			
Graduation Rate			
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

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

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language	2	♦
Mathematics	1	♦
Science	1	♦
Social Science	3	♦
All courses	9	16.6

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2016**		
	School	**District**	**State**
All Students	97.92	97.92	87.11
Black or African American	100	100	79.19
American Indian or Alaska Native	0	0	80.17
Asian	0	0	94.42
Filipino	0	0	93.76
Hispanic or Latino	97.73	97.73	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	100	100	90.99
Two or More Races	0	0	90.59
Socioeconomically Disadvantaged	100	100	85.45
English Learners	80	80	55.44
Students with Disabilities	0	0	63.9
Foster Youth	0	0	68.19

Career Technical Education Programs

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.