



Mueller Charter School

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

84 East J Street

Chula Vista, CA 91910-6100

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District Governing Board

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Laurie K. Humphrey

Eduardo Reyes, Ed.D.

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Superintendent

Jeffrey Thiel, Ed.D.

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Oscar Esquivel

**Assistant Superintendent, Business
Services and Support**

Matthew Tessier, Ed.D.

**Assistant Superintendent,
Innovation and Instruction Services
and Support**

School Description

Mueller Charter School (MCS) is a K-12 school, currently enjoying its 23rd year as a charter. Though we are independent of the Chula Vista Elementary School District, we participate in all state and local assessment time-lines and systems. As such, we have continued to meet expected targets and have made steady gains in academic performance. In 2008, we were named a "Title I Academic Award Winning School" by the California Department of Education. In 2009, we were awarded a "Golden Bell" by the California School Boards Association for our work in student wellness. And the California Business for Education Excellence listed MCS on the "Honor Roll" of high performing schools in 2009, 2010, and 2011. In 2012, Mueller was a recipient of the "National Urban School Transformation Award," one of only four K-8 schools so designated in the United States.

MCS is a fiscally independent charter school among 46 elementary schools of the Chula Vista Elementary School District. Located 7 miles north of the Mexico/California border, MCS was built in 1953 and consists of K-8 regular education classrooms. MCS operates on an extended, year-round schedule, during which our students attend school for 200 instructional days.

MCS enrollment is over 1275 students. Approximately 90% live in apartment complexes within walking distance of the school. A large percentage of the population comes from single parent families with considerable economic need. About 75% qualify for the federal free or reduced-price meal program. Over half the children enrolled in regular education are Title 1 students, with nearly 60% learning English as a second language.

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

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

Mission and Vision

Our charter petition states that:

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

We believe that every student has unlimited potential for learning.

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

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

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

We believe that our students will change the world.

About the SARC

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

- For more information about SARC requirements, 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	143
Grade 1	120
Grade 2	114
Grade 3	124
Grade 4	134
Grade 5	126
Grade 6	115
Grade 7	88
Grade 8	81
Grade 9	132
Grade 10	102
Grade 11	85
Total Enrollment	1,364

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.1
Asian	0.7
Filipino	2
Hispanic or Latino	87
Native Hawaiian or Pacific Islander	0.5
White	6.2
Two or More Races	0.6
Socioeconomically Disadvantaged	81.4
English Learners	45.2
Students with Disabilities	8.9
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Mueller Charter School	15-16	16-17	17-18
With Full Credential	38	63	37
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	NA	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			
Mueller Charter School	15-16	16-17	17-18
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	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: 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark ELA K-6 Adopted in 2016. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Eureka Math 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Harcourt Science series for Kindergarten to Fifth Grade Prentice Hall 7/8 Adopted in the Spring of 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	McGraw Hill Social Studies Kindergarten – Sixth grade McDougal/Little 7/8 Adopted in the Spring of 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Spanish Percent of students lacking their own assigned textbook: N/A
Health	N/A Percent of students lacking their own assigned textbook: N/A
Visual and Performing Arts	None 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 our school is adequate to support our school's current enrollment. Our campus features a literacy center, state of the art technology lab, performing arts center, state-of-the-art turf softball and football fields, fitness course, and running track. In addition, our 7th graders attend science class once a week at the Living Coast Discovery Center. This partnership allows our students to work side by side with marine biologists, to study the natural ecosystems of the bay front, and to pursue the goals of the middle school science curriculum in a natural setting off of Gunpowder Point. .

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

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 2/3/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			406 Collaboration Room : (4) stained ceiling tile (2) warm and stuffy Kidco : (4) stained ceiling tile (2) Room was very cold Psychologist: (11) plug in air freshener not plugged in. (2) Room warm and stuffy
Interior: Interior Surfaces		X		302 CR: (4) carpet stains 303 CR: (11) Household cleaner under sink, Household disinfectant on counter. (4) carpet has spots 404 CR: (11) unmarked bottles, Household cleaners, Household disinfectant under sink. (4) carpet stained 406 Collaboration Room : (4) stained ceiling tile (2) warm and stuffy 500 Building Boys RR: (4) hanging light diffuser 502 CR: (11) Household cleaner under sink. (4) carpet stained 503 CR: (11) Household disinfectant wipes, air freshener spray, Household disinfectant spray on counter, unmarked bottles under sink (4) carpet stained 504 CR: (11) Household cleaner under sink, Household disinfectant wipes on counter (4) carpet stained 802 CR: (4) Sagging ceiling tile Kidco : (4) stained ceiling tile (2) Room was very cold
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			201 CR: (5) debris in light diffusers (11) Household cleaners under sink 202 CR: (5) debris in light diffusers 301 CR: (5) floor by door dirty 400 Building Electrical: (6) webs and spiders (7) panels blocked on right side. (10) objects stored on transformer 600 Building Electrical: (7) panels blocked, (10) trash can stored on top of transformer (6) spiders and webs 700 Building Electrical: (7) panels blocked, (10) trash can stored on top of transformer (6) spiders and webs
Electrical: Electrical		X		300 Building Electrical: (7) Panels blocked on right side. (10) items stored on transformer

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 2/3/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				400 Building Electrical: (6) webs and spiders (7) panels blocked on right side. (10) objects stored on transformer 402 CR: (7) lamp out (10) plug in air freshener (9) Drinking Fountain water pressure too low 403 CR: (7) lamp out 500 Building Electrical: (7) panels blocked by trash cans and custodian cart, (11) unlabeled spray bottles. (10) supplies stored on transformer 501 CR. Fridgerator: (9) Drinking Fountain water pressure too low. (7) lamp out 600 Building Electrical: (7) panels blocked, (10) trash can stored on top of transformer (6) spiders and webs 603 CR: (11) unmarked bottle under sink (7) lamp out, daisy chained surge protectors 700 Building Electrical: (7) panels blocked, (10) trash can stored on top of transformer (6) spiders and webs 702 CR: drinking fountain loose ,faulty light switch 801 CR: elceccrical panel blocked 803 CR: data outlet loose ,cleaner under sink RM 812 Media Lab : extension cords on floor , outlet cover missing Staff Ladies Restroom: (7) GFI Not operational (8) loose seats in first and third stalls from right
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	1002 CR: faucet loose , cleaners under sink 1003 CR: sink laying on floor 1005 C7: fuacet loose 300 Building Boys RR: (8) urinal leaking 300 Building Girls RR: (8) loose seat in first stall from right 402 CR: (7) lamp out (10) plug in air freshener (9) Drinking Fountain water pressure too low 500 Building Girls RR: (9) sink on right needs caulking (8) loose seat in first stall on right. 500 custodian 501 CR. Fridgerator: (9) Drinking Fountain water pressure too low. (7) lamp out 604 CR: drinking fountain knob detached 605 Counseling center: out side drinking fountains not working 6th , 7th and 8 th Boys RR: urinal plugged up 6th, 7th and 8 Girls RR: knob detached 702 CR: drinking fountain loose ,faulty light switch 901 CR: Drinking fountain knob detached Staff Ladies Restroom: (7) GFI Not operational (8) loose seats in first and third stalls from right

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 2/3/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials		X		1002 CR: faucet loose , cleaners under sink 1007 office CR: claeners undr sink , air freshener 201 CR: (5) debris in light diffusers (11) Household cleaners under sink 300 Building Custodian: (11) unmarked spray bottles, safety device removed from chemicals (2 and 16), Household cleaners 300 Building Electrical: (7) Panels blocked on right side. (10) items stored on transformer 303 CR: (11) Household cleaner under sink, Household disinfectant on counter. (4) carpet has spots 304 CR: (11) unmarked bottles under sink 300 electrical - 400 Building Electrical: (6) webs and spiders (7) panels blocked on right side. (10) objects stored on transformer 401 CR: (11) unmarked bottles, Household cleaner under sink 402 CR: (7) lamp out (10) plug in air freshener (9) Drinking Fountain water pressure too low 404 CR: (11) unmarked bottles, Household cleaners, Household disinfectant under sink. (4) carpet stained 500 Building Electrical: (7) panels blocked by trash cans and custodian cart, (11) unlabeled spray bottles. (10) supplies stored on transformer 502 CR: (11) Household cleaner under sink. (4) carpet stained 503 CR: (11) Household disinfectant wipes, air freshener spray, Household disinfectant spray on counter, unmarked bottles under sink (4) carpet stained 504 CR: (11) Household cleaner under sink, Household disinfectant wipes on counter (4) carpet stained 600 Building Electrical: (7) panels blocked, (10) trash can stored on top of transformer (6) spiders and webs 601 CR: (10) fire extinguisher covered by chart. 603 CR: (11) unmarked bottle under sink (7) lamp out, daisy chained surge protectors 700 Building Electrical: (7) panels blocked, (10) trash can stored on top of transformer (6) spiders and webs 803 CR: data outlet looose ,cleaner under sink Health Office : (11) Household disinfectant in restroom Psychologist: (11) plug in air freshener not plugged in. (2) Room warm and stuffy RM 812 Media Lab : extension cords on floor , outlet cover missing

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 2/3/2017					
System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
				Staff Lounge: (11) household cleaners, unmarked under sink	
Structural: Structural Damage, Roofs	X			1007: Grafitti	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Kinder Playground: (14) outside 201 gap in concrete, Hole in Exterior wall	
Overall Rating	Exemplary	Good	Fair	Poor	Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs
		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, 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

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	56	59	62	62	48	48
Math	44	44	48	49	36	37

* 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.

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	54	62	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25.8	17.5	20
7	22.7	22.7	18.2
9	18.8	27.8	18.8

* 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.

**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	298	297	99.7	61.6
Male	130	129	99.2	65.9
Female	168	168	100.0	58.3
Hispanic or Latino	260	259	99.6	61.8
White	17	17	100.0	70.6
Socioeconomically Disadvantaged	253	252	99.6	61.1
English Learners	78	78	100.0	38.5
Students with Disabilities	28	28	100.0	71.4

* 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	745	729	97.85	58.57
Male	365	359	98.36	54.04
Female	380	370	97.37	62.97
Black or African American	23	23	100	47.83
Asian	--	--	--	--
Filipino	14	14	100	85.71
Hispanic or Latino	659	644	97.72	58.07
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	29	96.67	58.62
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	625	613	98.08	56.28
English Learners	412	397	96.36	52.64
Students with Disabilities	73	73	100	27.4
Foster Youth	--	--	--	--

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	745	735	98.66	44.49
Male	365	363	99.45	48.48
Female	380	372	97.89	40.59
Black or African American	23	23	100	39.13
Asian	--	--	--	--
Filipino	14	14	100	42.86
Hispanic or Latino	659	650	98.63	44.46
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	29	96.67	37.93
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	625	617	98.72	44.89
English Learners	412	403	97.82	41.44
Students with Disabilities	72	72	100	9.72
Foster Youth	--	--	--	--

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: Evangelina Lopez

Contact Person Phone Number: (619) 422-6192

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

Governance:

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

Parent Teacher Organization:

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

Volunteers:

Each parent is strongly encouraged each year to contribute hours. Parents are credited with volunteer hours when they participate in assemblies or parent conferences, volunteer for service in the classroom, the playground, field trips, or for special events.

Charter Helpers:

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

Parent Education Participants:

A variety of workshops and classes are offered to parents including: English as a Second Language classes, computer training, strategies for helping children read, Chaperone Trainings, and parenting skills.

Home Visits:

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

Partners:

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

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Date of last review/update: September 11, 2017

The safety and well-being of students, staff, and visitors is promoted by activities that include: drills on our emergency and earthquake preparedness system, bus evacuation drills, proactive playground supervision, drug and alcohol prevention education, child abuse awareness, publication of safe routes to school, and a school-wide behavior plan. Students are closely supervised by staff at all times, including in the classroom, on the playground, and while arriving or leaving the campus. Visitors are closely screened and required to check in at the main office. School staff works closely with Chula Vista Police Department in regard to who visits the campus on a regular basis. The Leadership Council approved the School Safety Plan on September 11, 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.3	0.9	0.9
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	2012-2013	2013-2014
Year in Program Improvement	Year 2	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	0
Counselor (Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	2
Psychologist	1.5
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	5.25
Other	1
Average Number of Students per Staff Member	
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.

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	21	22	20	2	1	1	9	10	10			
2	18	18	22	1	1		5	5	4			
3	22	22	22				9	6	6			
4	28	28	27				3	4	5			
5	31	32	32				4	4	5		1	
6	32	26	32		1		5	4	3			1
Other		22	22					1	1			

* 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)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			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
English	21	23	28	2	2		1	4	7			1
Mathematics												
Science	17	24	26	2	2	1		3	7			
Social Science	22	19	24	1	6	4			6			

* 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

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

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

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

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

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

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/.

Types of Services Funded

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

- An extended school year of 194 days (15 additional instructional days for students);
- Full-time support positions including literacy coach, math coach, nurse, psychologist, student advocate, and counselor;
- A technology infrastructure including over 300 computers with a 40-station computer lab. Each classroom offers 5 to 7 Internet-connected computers, a laser printer, document camera and LCD projector with support for instructional videos, DVD's and Internet-related content. We also have over 200 laptop computers on carts to help facilitate research and writing projects, as well as a substantial investment in software providing both assessment and instruction tied to state grade level standards;
- Home visits by all classroom teachers at the beginning of the school year, and parent conferences during the year to create and maintain home-school partnerships and support;
- Funding for annual enhancements to classroom reading libraries and materials, field trips for students, and an enrichment wheel offering art and music instruction;
- Substantial investment in professional development opportunities and programs for all staff.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,620.95	\$762.00	\$7,858.95	\$107,040.00
District	♦	♦	\$166,094,33	\$72,171
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			-1.0	19.4
Percent Difference: School Site/ State			21.9	14.1

* Cells with ♦ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Mueller Charter School	2013-14	2014-15	2015-16
Dropout Rate			
Graduation Rate			
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	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

Career Technical Education Programs

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.