



Mueller Charter School

715 I Street • Chula Vista, CA 91910 • (619) 422-6192 • Grades K-12

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<http://muellercharterschool.org>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Chula Vista Elementary School District

84 East J Street

Chula Vista, CA 91910-6100

(619) 425-9600

www.cvesd.org

District Governing Board

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Armando Farias

Laurie K. Humphrey

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**Deputy 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 TK-12 school, currently enjoying its 24th 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 TK-12 regular education classrooms. MCS operates on an extended, year-round schedule, during which our students attend school for 196 instructional days.

MCS enrollment is over 1500 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	148
Grade 1	117
Grade 2	125
Grade 3	112
Grade 4	117
Grade 5	128
Grade 6	121
Grade 7	98
Grade 8	81
Grade 9	132
Grade 10	129
Grade 11	88
Grade 12	81
Total Enrollment	1,477

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.1
Asian	0.4
Filipino	1.6
Hispanic or Latino	84.7
Native Hawaiian or Pacific Islander	0.3
White	8.5
Socioeconomically Disadvantaged	80.4
English Learners	37.1
Students with Disabilities	8.8
Foster Youth	0.4

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	16-17	17-18	18-19
With Full Credential	63	37	38
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	NA	NA	NA
Chula Vista Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Mueller Charter School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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 2018-19)

Students are provided with an adequate supply of resources for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to supportive instructional materials.

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

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

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: 10/11/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	1006 CR: 1 light out Drinking fountain low pressure, carpet stains. 303 CR: Household cleaner under sink, piece of ceiling tile missing, carpet has spots 404 CR: Carpet stained. 502 CR: Household cleaner under sink, carpet stained 701 CR: Water fountain leaking, pencil sharpener broken 802 CR: (4) Sagging ceiling tile, carpet stains MP: Floor tile stains, hole in wall by sound room
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	1002 CR: faucet loose , cleaners under sink, lots of carpet stains, ceiling stain of spray, 201 CR: Carpet stains 202 CR: Far left light not working properly, carpet stains. 301 CR: piece of ceiling tile missing, carpets stains.
Electrical: Electrical	Good	1005 C7: 1 light out Drinking fountain low pressure, carpet stains. 1006 CR: 1 light out Drinking fountain low pressure, carpet stains. 202 CR: Far left light not working properly, carpet stains. 403 CR: Light switch has tape on it. 500 Building Electrical: panels blocked by trash cans and custodian cart, supplies stored on transformer

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/11/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		600 Building Electrical: panels blocked, trash can stored on top of transformer, spiders and webs 603 CR: unmarked bottle under sink, lamp out, daisy chained surge protectors 704 CR: Exposed pipes and cobwebs north wall
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	1002 CR: faucet loose , cleaners under sink, lots of carpet stains, ceiling stain of spray, 1003 CR: sink laying on floor, there is a restroom in this class, ceiling tile stains 1005 C7: 1 light out Drinking fountain low pressure, carpet stains. 501 CR. Fridgerator: Drinking Fountain water pressure too low 604 CR: Drinking fountain doesn't shut off properly 605 Counseling center: outside drinking fountains not working, candle wax melter plugged in, only 1 Drinking fountain working. 702 CR: drinking fountain loose, Drinking fountain handle loose 806 CR: Drinking fountain low pressure, pencil sharpner cover missing. 808 CR: Water fountain off. 902 CR: Carpet stains Drinking fountain not working, ceiling tile stains.
Safety: Fire Safety, Hazardous Materials	Fair	1002 CR: faucet loose , cleaners under sink, lots of carpet stains, ceiling stain of spray, 1007 office CR: cleaners under sink, sink cabinet handle missing screw, door doesn't close right. 300 Building Electrical: Panels blocked on right side, items stored on transformer 303 CR: Household cleaner under sink, piece of ceiling tile missing, carpet has spots 304 CR: unmarked bottles under sink 300 electrical, Drinking fountain knob loose, piece of ceiling tile missing. 400 Building Electrical: webs and spiders, panels blocked on right side, objects

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/11/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		stored on transformer, water dripping from top side of left doors. 401 CR: Household cleaner under sink, few carpet stains 500 Building Electrical: panels blocked by trash cans and custodian cart, supplies stored on transformer 502 CR: Household cleaner under sink, carpet stained 503 CR: Drinking fountain knob loose 600 Building Electrical: panels blocked, trash can stored on top of transformer, spiders and webs 603 CR: unmarked bottle under sink, lamp out, daisy chained surge protectors 605 Counseling center: outside drinking fountains not working, candle wax melter plugged in, only 1 Drinking fountain working. 700 Building Electrical: panels blocked, doors to left side panels blocked. 803 CR: cleaner under sink Admin Conf Rm: (*) vinyl peeling under sink, torch lighter fuel under sink
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	1007 office CR: cleaners under sink, sink cabinet handle missing screw, door doesn't close right. 805 CR: Holes in wall by light switch, door doesn't lock and latch. Kinder Playground: outside 201 gap in concrete, Hole in Exterior wall
Overall Rating	Good	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. 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); 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	59.0	62.0	62.0	65.0	48.0	50.0
Math	44.0	49.0	49.0	51.0	37.0	38.0

Note: 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.

Note: 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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

School Year 2017-18 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	746	733	98.26	61.66
Male	365	360	98.63	58.89
Female	381	373	97.90	64.34
Black or African American	26	26	100.00	65.38
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	662	652	98.49	60.12
White	38	35	92.11	77.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	670	662	98.81	60.88
English Learners	409	400	97.80	56.75
Students with Disabilities	71	69	97.18	26.09
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 2017-18 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	746	739	99.06	49.39
Male	365	361	98.9	54.02
Female	381	378	99.21	44.95
Black or African American	26	26	100	48
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	662	657	99.24	48.48
White	38	36	94.74	63.89
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	670	666	99.4	47.89
English Learners	409	407	99.51	46.68
Students with Disabilities	71	69	97.18	14.49
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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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 Council:

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

Volunteers:

Each parent is strongly encouraged to participate in their child's academic experience. Parents are encouraged to show participation in assemblies or parent conferences, volunteer for service in the classroom, field trips, or for special events.

Charter Helpers:

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

Parent Education Participants:

A variety of workshops and classes are offered to parents including: 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 21, 2018

The safety and well-being of students, staff, and visitors is promoted by activities that include: drills on our emergency and earthquake preparedness system, lockdown drills, bus evacuation drills, systematic supervision on the playground, drug and alcohol prevention education, child abuse awareness, publication of safe routes to school, and a school-wide behavior plan that incorporates Positive Behavior Intervention and Supports and Restorative Practices. Students are closely supervised by staff at all times, including in the classroom, on the playground, and while arriving or leaving the campus. Visitors are closely screened and required to check in at the main office. School staff works closely with Chula Vista Police Department in regard to who visits the campus on a regular basis. The Leadership Council approved the School Safety Plan on September 21, 2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.9	0.9	0.9
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.6	0.6	0.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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	1.75
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	22	20	20	1	1	2	10	10	9			
2	18	22	22	1			5	4	5			
3	22	22	22				6	6	6			
4	28	27	27				4	5	4			
5	32	32	32				4	5	5	1		
6	26	32	28	1			4	3	5		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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	23.0	28.0	21.0	2		6	4	7	10		1	
Mathematics			20.0			9			8			
Science	24.0	26.0	18.0	2	1	6	3	7	4			
Social Science	19.0	24.0	25.0	6	4	6		6	7			2

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

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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,472	\$50,084
Mid-Range Teacher Salary	\$74,639	\$80,256
Highest Teacher Salary	\$99,421	\$100,154
Average Principal Salary (ES)	\$131,180	\$125,899
Average Principal Salary (MS)	\$0	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$292,319	\$222,447
Percent of District Budget		
Teacher Salaries	37.0	37.0
Administrative Salaries	5.0	5.0

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

FY 2016-17 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	\$77,385
State	◆	◆	\$11,548	\$80,910
Percent Difference: School Site/District			-1.0	19.4
Percent Difference: School Site/ State			21.9	14.1

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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 196 days (16 additional instructional days for students);
- Full-time support positions including Coordinator of Instruction, Dean of Achievement, nurse, psychologist, student advocate, and counselors;
- A technology infrastructure that supports 1 to 1 devices for all students. Each classroom offers a classroom set of laptops or devices including desktop computers and IPADS, a laser printer, document camera and LCD projector with support for instructional videos, DVD's and Internet-related content. We also have over 700 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 collaboration time offering art and music instruction;
- Substantial investment in professional development opportunities and programs for all staff.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Mueller Charter School	2014-15	2015-16	2016-17
Dropout Rate			--
Graduation Rate			--
Chula Vista Elementary School District	2014-15	2015-16	2016-17
Dropout Rate			3.1
Graduation Rate			95.3
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	85
% 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	2

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	1	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	2	♦
Social Science	1	♦
All courses	4	2.4

Career Technical Education Programs

Currently Bayfront Charter High offers 2 CTE aligned courses: 1) Forensic Science and 2) English 12: Memories of War. Both courses fall under the CTE Sector of Public Services and CTE Pathway of Legal Practices. Bayfront is working towards creating a CTE Pathway for its students.

ENGLISH 12: Memories of War

This course will focus on the stories of survivors of war, and students will learn about non-profit organizations in their community who assist immigrants and refugees. Students will read world literature including plays, biographical fiction, and memoirs related to war and conflict. They will work with essay writing, script writing, and poetry, as well as professional correspondence with local non-profit organizations. Students will learn the history of displaced groups in their community, how non-profits serve the needs of those groups, how non-profits function as a business, and what volunteer opportunities are available to students.

FORENSIC SCIENCE:

In this course students study biology and earth science by engaging in investigations of how scientific evidence is used to solve crimes. Students take on the roles of public safety professionals to identify, collect, preserve, test, and analyze physical evidence. Each unit of this course asks how physical evidence can be used to solve a type of crime, and students explain and explore the scientific principles at work. Students learn not only how and why evidence can be used to solve crime, but also how biogeological processes affect the preservation and viability of physical evidence. Professional report writing is emphasized in this course, reflecting the high frequency and importance of writing reports in public safety careers. Throughout this course, students will collect and analyze evidence from simulated crime scenes. The course culminates with students using physical evidence to solve a simulated homicide and delivering expert testimony in a simulated murder trial.

These classes are both approved through the University of California and are recognized as UC a-g approved courses that align with CTE standards. Bayfront's Forensic Science course was adopted from the University of California Curriculum Integration (UCCI). UCCI focuses on assisting high schools with the development and implementation of integrated courses that unite academic study with Career Technical Education. Bayfront's Forensic Science course helps fulfill the "D" Lab Science requirement for graduation. Students elect to take this course. Bayfront's English 12: Memories of War is also embedded into one of Bayfront's graduation requirement; more specifically this course meets the "B" English requirement for graduation. All seniors take this course prior to graduation.

In addition to offering 9th and 11th grade college visits for its students, Bayfront has a partnership with Junior Achievement. Through this partnership and the work of our school counselors, all students take career assessments, receive 5 classroom lessons on topics including career exploration and interest, financial literacy. Student also receive information relevant to San Diego County's job market. In addition to these services, SPED students have Individualized Transitional Plans which focus on post-secondary transitions. Our SPED students also visit local businesses to learn about job opportunities available within the community.

Bayfront uses course completion/passing rates and teacher and department feedback to evaluate the effectiveness of its courses. Bayfront also has an Instructional Leadership Team (ILT) which observes teaching and learning in all of Bayfront's classes, including the 2 mentioned above.

Dr. Ryan Santos is the primary representative for CTE at Bayfront Charter High School. As mentioned earlier, Bayfront offers 2 CTE aligned courses but is in the process of developing CTE Pathways for its students.

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).

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.