

Chula Vista Learning Community Charter High School

3750 Arey Drive • San Diego, CA 92154 • 619-423-2211 • Grades K-12

Francisco Lopez, Principal
francisco.lopez@cvesd.org
www.cvesd.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
619 425-9600
www.cvesd.org

District Governing Board

Leslie Bunker
Armando Farias
Laurie Humphrey
Eduardo Reyes, Ed.D.
Francisco Tamayo

District Administration

Francisco Escobedo, Ed.D.
Superintendent

Jeffrey Thiel, Ed.D.

**Assistant Superintendent, Human
Resources Services and Support**

Oscar Esquivel

**Deputy Superintendent, Business
Services and Support**

Matthew Tessier, Ed.D.

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

School Description

Chula Vista Learning Community Charter High School opened in July of 2012. The school serves a student population from ninth to twelfth grades.

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 <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	116
Grade 1	143
Grade 2	100
Grade 3	144
Grade 4	141
Grade 5	140
Grade 6	128
Grade 7	119
Grade 8	120
Grade 9	108
Grade 10	97
Grade 11	106
Grade 12	74
Total Enrollment	1,536

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.0
Asian	0.2
Filipino	0.1
Hispanic or Latino	94.9
Native Hawaiian or Pacific Islander	0.0
White	4.2
Socioeconomically Disadvantaged	65.2
English Learners	35.9
Students with Disabilities	3.5
Foster Youth	0.0

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 High	16-17	17-18	18-19
With Full Credential	38		
Without Full Credential	3		
Teaching Outside Subject Area of Competence	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			
Chula Vista Learning Community	16-17	17-18	18-19
Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

* 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)

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Mathematics	The textbooks listed are from most recent adoption: No
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/11/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	1104: Sink cabinet needs refinish; paints under sink; ceiling tile pushed up 2202: Tack board stained. 3100 R/R Girl's: Stall #1 hole in FRP behind door. Boy's: Sink needs chaulking; soap dispenser missing cap Health Office: Hole in warped ceiling tile Men: Floor tile small cracks Principals office: Ceiling tile cracked.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	2201: Door not closing all the way; stains on carpet; ceiling tile warped 2204: Carpet stained; door hard to lock 3103: Carpet stained. Door won't close Rubs on jamb Kitchen: Doors do not close all the way; stains on floor
Electrical: Electrical	Good	2102: AC cover broken Main office: Lunch tables: plastic peelin off. Ceiling tile broken, power pole missing plate.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	1103: Holes in stucco 1104: Sink cabinet needs refinish; paints under sink; ceiling tile pushed up 2100 R/R Boys: Sinks need chaulking. Door vent rusty. Ceiling tiles damaged (7). Stall doors and partitions scratched. Mirror damaged. 3100 R/R women: Sink needs caulk. Sink bottom rim dirty. 3102: Ceiling tile stained. Sink needs chaulking.
Safety: Fire Safety, Hazardous Materials	Good	Elect.: Panel blocked.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/11/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	2205: Carpet stained; ceiling tile stained 3102: Ceiling tile stained. Sink needs caulking. 3104: Carpet stained. Door rubs won't close. Lunch Area: Lunch tables plastic peeling off. Cement stained/trash. Student Services: Stains on ceiling tile
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	2201: Door not closing all the way; stains on carpet; ceiling tile warped 2204: Carpet stained; door hard to lock 3101: Door doesn't close properly 3103: Carpet stained. Door won't close Rubs on jamb 3104: Carpet stained. Door rubs won't close. Kitchen: Doors do not close all the way; stains on floor M. P.: Ceiling tile broken. Louvers on A/C broken. Back door does not close all the way.
Overall Rating	Good	

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	61.0	58.0	62.0	65.0	48.0	50.0
Math	33.0	30.0	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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	31.7	22.3	11.5
7	17.2	23.8	45.9
9	26.3	39.4	15.2

* 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.

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	894	886	99.11	57.67
Male	402	398	99.00	54.27
Female	492	488	99.19	60.45
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	852	845	99.18	57.40
White	37	36	97.30	61.11
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	594	588	98.99	52.55
English Learners	467	464	99.36	44.18
Students with Disabilities	24	24	100.00	0.00

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	894	888	99.33	30.07
Male	402	399	99.25	31.83
Female	492	489	99.39	28.63
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	852	846	99.3	29.91
White	37	37	100	32.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	594	590	99.33	28.31
English Learners	467	466	99.79	20.6
Students with Disabilities	26	26	100	7.69

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 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

The School Site Council approved the School Safety Plan on September 14, 2015.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.0
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	1
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	245

* 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	21	21	19	2	2	2	4	6	4			
1	24	25	24				6	4	6			
2	24	24	25				6	6	4			
3	24	24	24				6	6	6			
4	32	28	31				4	5	4			
5	30	32	31				4	4	5			
6	29	29	32				4	4	4			

* 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	27.0	24.0	26.0	2	5	3	19	27	21	1		1
Mathematics	25.0	22.0	24.0	5	7	7	9	9	19	1		
Science	29.0	24.0	26.0	2	5	3	23	26	20	3		1
Social Science	26.0	25.0	23.0	4	4	11	18	20	18	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 (PLC). 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 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 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/.

Types of Services Funded

CVLCC's After School Program: Programs at CVLCC target levels of inquiry, skills and metacognition. Goal for the programs is 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 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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site				
District	♦	♦		\$77,385
State	♦	♦	\$7,125	\$80,910
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Chula Vista Learning Community	2014-15	2015-16	2016-17
Dropout Rate		4.0	3.2
Graduation Rate		94.0	96.8
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	
% 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
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	5	♦
Fine and Performing Arts	0	♦
Foreign Language	8	♦
Mathematics	2	♦
Science	2	♦
Social Science	11	♦
All courses	28	17.7

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	98.4	98.4	88.7
Black or African American	100.0	100.0	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	0.0	0.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	98.1	98.1	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	100.0	100.0	92.1
Two or More Races	0.0	0.0	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	20.0	20.0	56.7
Students with Disabilities	100.0	100.0	67.1
Foster Youth	0.0	0.0	74.1

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.