

Chula Vista Learning Community Charter Elementary School

590 K Street • Chula Vista CA 91911 • (619) 426-2885 • Grades K-12

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2017-18 School Accountability Report Card

Published During the 2018-19 School Year



Chula Vista Elementary School District

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District Governing Board

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Superintendent

Jeffrey Thiel, Ed.D.

Assistant Superintendent, Human Resources Services and Support

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Deputy Superintendent, Business Services and Support

Matthew Tessier, Ed.D.

Assistant Superintendent, Innovation and Instruction Services and Support

Description

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

Vision

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

Mission

Students are respected as intellectuals as they develop their individual authentic self.

Our robust academic program is focused on expanding language, developing core ethics, and building knowledge across content areas.

About 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	16-17	17-18	18-19
With Full Credential	38	36	34
Without Full Credential	3	1	1
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)

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

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

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

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

Safety procedures that are currently being implemented:

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

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/3/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	203 CR: Paint mark on carpet by sink 401 CR: Pencil sharpener cover missing; ceiling tile stained 402 CR: Wallpaper peeling by sink area 403 CR: Stained ceiling tile; broken ceiling tile 405 CR: Stains on ceiling tiles 601 CR: Drinking fountain knob is off; faucet neck is loose; stained ceiling tile 604 CR: Ceiling tile stains by AC screen 605 CR: Stained ceiling tiles 606 CR: Carpet stains 701 CR: Pencil sharpener cover missing; ceiling tile stained 703 CR: Stained ceiling tile 704 CR: Carpet stain in center of room 705 CR: Paint under sink; ceiling tile stains 707 CR: Pencil sharpener cover missing; ceiling tile stained Health Office: Worn out paint by light switch bathroom Lounge: Hole in ceiling tile Middle School 806 CR: Carpet stains; stained ceiling tiles; paint chipping off door and frame Stage: Lots of scuff marks; smashed light outlet
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Library: Stained ceiling tiles Work room: Stained ceiling tiles

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/3/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	302 CR: Electrical panel covered 303 CR: Electrical panel covered by paper 304 CR: elctrical panel covered by paper 602 CR: Electrical panel covered by paper 706 CR: Air freshener - unplugged and placed on teacher's desk Middle School 801 CR: Light sensor not working right; paint under sink and air fresheners Stage: Lots of scuff marks; smashed light outlet
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	200 RR Boys: Loose toilet seat 204 CR: Drinking fountain won't shut off by itself 300 RR Girls: Loose toilet seat 601 CR: Drinking fountain knob is off; faucet neck is loose; stained ceiling tile 701 CR: Pencil sharpener cover missing; ceiling tile stained 707 CR: Pencil sharpener cover missing; ceiling tile stained Middle School 803 CR: Sink plugged up; drinking fountain knob loose and water stays on
Safety: Fire Safety, Hazardous Materials	Good	306 CR: Paint under sink 705 CR: Paint under sink; ceiling tile stains Middle School 801 CR: Light sensor not working right; paint under sink and air fresheners
Structural: Structural Damage, Roofs	Good	Kinder Playtoy: 2nd step has corrosion
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Middle School 806 CR: Carpet stains; stained ceiling tiles; paint chipping off door and frame Play Toy: Needs wood fiber Teacher Support Offc adj. to MP: Window tint peeling off door
Overall Rating		

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/3/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
	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	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.

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)

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 contact school site secretary if you wish to become involved in school activities, as well as be directed to the appropriate school. English and Spanish translation is available.

State Priority: School Climate

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

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

School Safety Plan

Student safety and well-being is promoted by activities, including emergency and earthquake preparedness drills, bus evacuation drills, playground supervision, drug and alcohol abuse prevention education programs, child abuse awareness, Bullying Prevention Program, a program directed toward gang suppression. The School Safety Plan is reviewed annually during the CVLC Charter Board Meetings. Parents have the opportunity to suggest and/or comment on the current plan. In the September 10, 2018 Charter Board Meeting, stakeholders were invited to participate in the process of reviewing the School Safe Plan. Further communication was disseminated via school messenger on September 10, 2018, webpage on September 4, 2018 and Jupiter Grades on September 05, 2018. A presentation of the School Safe Plan was presented to the community on October 15, 2018 and approved by the Charter Board on the same date. Copies of the School Safe Plan for each school site location are available at the school office.

Suspensions and Expulsions			
School	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	2
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	0.8
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	2
Other	0
Average Number of Students per Staff Member	
Academic Counselor	484

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	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:

Creating Cultures of Thinking (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 professional learning on vision and mission expectations, as well as professional learning strategies to engage thinking and learning. The Inquiry Model has been implemented to address the California Common Core Standards. In 2017-18, teachers will continue processing the inquiry model as well as additional instructional strategies to improve student learning. The Professional Development will continue to focus on Professional Learning Communities (PLCs). Teachers receive feedback through Instructional Rounds. In 2018-19, faculty will participate in the area of Instructional Rounds and alignment with Teaching for Effective Learning.

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 are to foster the ARTS, INNOVATION and skills of the 21st century.

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

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Chula Vista Learning Community	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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,109.90	\$567.30	\$8,542.60	\$93,902.00
District	♦	♦	\$166,094.33	\$77,385
State	♦	♦	\$11,548	\$80,910
Percent Difference: School Site/District			-3.1	-8.2
Percent Difference: School Site/ State			37.0	-12.2

* 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.

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

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
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

Career Technical Education Programs

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <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.