

THE LEARNING CHOICE ACADEMY – Chula Vista

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	THE LEARNING CHOICE ACADEMY – Chula Vista
Street	881 Kuhn St.
City, State, Zip	Chula Vista CA 91914
Phone Number	619-656-4220
Principal	Ana Knudsen
Email Address	aknudsen@learningchoice.org
School Website	www.learningchoice.org
Grade Span	K-12
County-District-School (CDS) Code	37680230138073

2025-26 District Contact Information

District Name	Learning Choice Academy
Phone Number	(619) 425-9600
Superintendent	Francisco Escobedo
Email Address	http://www.cvesd.org/
District Website	francisco.escobedo@cvesd.org

2025-26 School Description and Mission Statement

The Learning Choice Academy Chula Vista (TLCCV) is a California charter school dedicated to assisting parents who school their children in grades kindergarten through 12 at home.

TLCCV Academy's mission is to empower students to reach their full potential by providing choice in education within collaborative triads of parents, students, and school.

TLCCV provides books and instructional materials, a certificated teacher to work in partnership with parents, special student allowances for enrichment classes, field trips, and other activities, including science labs, math labs, a full day of optional

2025-26 School Description and Mission Statement

student classes, as well as a wide variety of other educational services. Special activities are planned that offer opportunities for students and their families to meet and participate in fun activities that provide both educational and social benefits. Some of these school activities include monthly schoolwide assemblies, field trips, Project Showcase, a spelling bee, and a countywide Community Field Day.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	18
Grade 1	27
Grade 2	20
Grade 3	34
Grade 4	31
Grade 5	29
Grade 6	30
Grade 7	32
Grade 8	56
Grade 9	38
Grade 10	46
Grade 11	38
Grade 12	38
Total Enrollment	437

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.7
Male	48.3
American Indian or Alaska Native	0.2
Asian	1.1
Black or African American	4.3
Filipino	5.5
Hispanic or Latino	77.8
Two or More Races	4.1
White	6.2
English Learners	14
Homeless	14
Socioeconomically Disadvantaged	57.4
Students with Disabilities	18.3

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.1	43.33	1266.5	87.95	234405.2	84
Intern Credential Holders Properly Assigned	0.9	4.24	6.8	0.48	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.29	22.8	1.59	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	10	43.03	33.9	2.36	11953.1	4.28
Unknown/Incomplete/NA	1.1	5.02	109.8	7.63	15831.9	5.67
Total Teaching Positions	23.3	100	1440.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.1	47.77	1302.4	88.51	231142.4	83.24
Intern Credential Holders Properly Assigned	1	4.28	5.9	0.41	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	18.5	1.26	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	9	38.95	33.1	2.25	11746.9	4.23
Unknown/Incomplete/NA	2	8.95	111.4	7.57	14303.8	5.15
Total Teaching Positions	23.3	100	1471.5	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.2	57.22	1298.7	87.53	230039.4	100
Intern Credential Holders Properly Assigned	0	0	8.2	0.55	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	21.4	1.45	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	10.3	41.61	21.4	1.44	12112.8	4.34
Unknown/Incomplete/NA	0.2	1.13	133.9	9.03	13705.8	4.91
Total Teaching Positions	24.8	100	1483.8	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	10.00	9	10.3
Total Out-of-Field Teachers	10.00	9	10.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.9	1.4	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.9	4.5	6.2

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2024
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify CKLA K-5/ 2022-2023 Holt: Elements of Literature Glencoe: Reader's Choice Course 4 Glencoe: Reader's Choice Course 5 Glencoe: Reader's Choice American Literature Glencoe: Reader's Choice British Literature	0.00%
Mathematics	Curriculum Associated Ready Classroom Math/ 2021-2022 Singapore Math: Earlybird Kindergarten Math Standards Edition Houghton Mifflin: Math in Focus McGraw-Hill Reveal Math Integrated 1-3 2023-2024 Glencoe: Advanced Mathematical Concepts: Precalculus Through Applications Houghton-Mifflin: Calculus	0.00%
Science	Cengage/National Geographic: Science Prentice Hall: Science Explorer Series Glencoe: Biology: Dynamics of Life Glencoe: Chemistry: Concepts and Applications Glencoe: Physics: Principles and Problems Wiley: Visualizing Environmental Science Glencoe: Earth Science	0.00%
History-Social Science	McGraw-Hill: Impact California Social Studies McGraw -Hill: Discovering Our Past: A History of the World McGraw -Hill: Discovering Our Past: A History of the United States Glencoe: World Geography McGraw -Hill: World History and Geography McGraw -Hill: United States History and Geography: Modern Times McGraw-Hill: Principles of American Democracy/ 2023-2024 McGraw-Hill: Principles of Economics/ 2023-2024	0.00%

Foreign Language	Harcourt: Avancemos 1-3	0.00%
Health	Glencoe: Health	0.00%
Visual and Performing Arts		0.0
Science Laboratory Equipment (grades 9-12)		0.00%

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

School Facility Conditions and Planned Improvements

TLCCV considers the physical appearance and safety of its school very important. TLCCV provides a quiet space where parent, student, and educational partners can meet, as well as additional spaces for families to relax together as they wait. TLCCV facilities comply with the Americans with Disabilities Act. Classrooms are provided for student instruction, committee meetings, and other group gatherings.

Year and month of the most recent FIT report	September 2024
---	----------------

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	57.5	49	55	56	47	48
Mathematics (grades 3-8 and 11)	25	29	43	44	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	227	220	96.91	3.09	49.31
Female	123	122	99.18	.82	59.02
Male	104	98	94.23	5.77	37.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	12	12	100.00	0.00	50.00
Filipino	15	15	100.00	0.00	66.67
Hispanic or Latino	171	167	97.66	2.34	46.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	9	81.82	18.18	--
White	14	13	92.86	7.14	61.54
English Learners	33	31	93.93	6.07	12.9
Foster Youth	0	0	0	0	0
Homeless	22	21	95.45	4.55	47.62
Military	--	--	--	--	--
Socioeconomically Disadvantaged	130	125	96.15	3.85	44.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	39	92.85	7.15	20.51

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	227	219	96.47	3.53	29.68
Female	123	122	99.18	.82	27.87
Male	104	97	93.26	6.74	31.95
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	12	12	100.00	0.00	33.33
Filipino	15	15	100.00	0.00	60
Hispanic or Latino	171	166	97.07	2.93	24.7
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	9	81.82	18.18	--
White	14	13	92.86	7.14	30.77
English Learners	33	31	93.93	6.07	9.68
Foster Youth	0	0	0	0	0
Homeless	22	21	95.45	4.55	28.57
Military	--	--	--	--	--
Socioeconomically Disadvantaged	130	125	96.15	3.85	26.4
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	38	90.47	9.53	7.89

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	35.3	32.74	37.34	38.45	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	116	113	97.41	2.59	32.74
Female	65	64	98.46	1.54	39.06
Male	51	49	96.07	3.93	24.49
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino					
Hispanic or Latino	86	83	96.51	3.49	26.5
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners					
Foster Youth					
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	64	63	98.43	1.57	25.4
Students Receiving Migrant Education Services					
Students with Disabilities	20	19	95	5	21.05

2024-25 Career Technical Education Programs

Energy and Power Technology Pathway

Energy and Environmental Design

This course will introduce students to career opportunities within the sector and provides an overview of emerging energy and environmental technologies, such as include solar, wind, nuclear, renewable and non-renewable energy sources, and the associated environmental issues and societal response.

Applied Sustainable Construction (Capstone)

This capstone course allows students to demonstrate mastery in skills attained in concentrator courses. Students will demonstrate understanding of: energy resources and their effects on the environment; global interactive systems and elements that create and sustain climate; land use, air quality, and drinking water management systems, and their potential for environmental impact; storm water, rivers, and groundwater systems, and environmental legislation and regulations. Student may demonstrate mastery by evaluating regional interactive systems and elements that create harmful environmental effects, identifying the role and impact of waste management systems, implementing processes to support.

2024-25 Career Technical Education Programs

Music Pathways

Introduction to Multimedia Production

Introduction to Multimedia Production 1 and 2 is a year-long project-based CTE Introductory high school course that teaches the foundations of and builds on students' prior knowledge of music production, music notation, composition, history, and sound science. Students develop skills in music production, technology, sound editing, and audio engineering by using Soundtrap and two industry-standard DAWs (Digital Audio Workstations), Ableton and Logic Pro. Students study the elements of various types of music, including pop, music, film, contemporary, and world, and incorporate them into their unique compositions and build a portfolio of their projects. There are no performance requirements for this class, but students present their projects to classmates. Guest speakers, virtual and in person field trips, and research projects provide exposure to music industry experiences.

Introduction to Music Performance

Introduction to Music Performance 1 and 2 analyzes music through both the lens of a performer and as a music industry professional. In Introduction to Music Performance, students will work on both the elements of music and performance (performance, evaluation, literacy, and aural skills), as well as the CTE standards that tie into the AME Music pathway (use of technology, career exploration, and guest speakers, collaboration with students and with career musicians, creation of a musical portfolio). Students will have access to CTE- based technology to help them with the creation of their portfolios and to help them develop and refine their individual and ensemble music performing skills. Additionally, students in Introduction to Music Performance will use music to study and explore various cultural backgrounds and origins and study the connection of music to various cultures, time periods, and political movements. The course includes daily music theory, sight-reading/literacy, performance, and the study of historical and contemporary music.

Advanced Multimedia Production

Advanced Multimedia Production 1 and 2 is a year-long project-based CTE capstone high school course that reviews all DAWs used in Introduction to Multimedia production and introduces advanced music production concepts, including recording, engineering, composing, and editing/mixing. The course prerequisite is a C- or higher grade in Introduction to Multimedia production. Students choose their preferred DAW (digital audio workstation) to create original beats, write songs, and compose music. Students learn how to run sound boards and live sound. Students are exposed to networking opportunities via masterclasses with industry professionals and develop career path skills, including networking, portfolio making, and resume writing. Final assessments include a portfolio and website. Completion of this course fulfills the CTE Professional Music Pathway.

Advanced Music Performance

Advanced Music Performance 1 and 2 analyzes music through both the lens of a performer and as a music industry professional. In Advanced Music Performance, students will work on both the elements of music and performance (performance, evaluation, literacy, and aural skills), as well as the CTE standards that tie into the AME Music pathway (use of technology, career exploration, and guest speakers, collaboration with students and with career musicians, creation of a musical portfolio). Students will have access to CTE- based technology to help them with the creation of their portfolios and to help them develop and refine their individual and ensemble music performing skills. Additionally, students in Advanced Music Performance will use music to study and explore various cultural backgrounds and origins and study the connection of music to various cultures, time periods, and political movements. The course includes daily music theory, sight-reading/literacy, performance, and the study of historical and contemporary music.

The purpose of this course is to offer students with CTE embedded curriculum so they can complete the CTE Vocal Music Pathway. The course is part of the Arts, Media, and Entertainment (AME) Pathway for Performing Arts. Advanced Music Performance also prepare students for College and Career readiness through learning advanced music literacy and preparation of other areas so students can take the next steps in pursuing their music career goals, whether it be college or career based. Advanced Music Performance is the second course in our Music Pathway and Capstone level course designed to assist students in refining and mastering music performance fundamentals and music literacy through the study of diverse song styles.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	21
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	96.88
Graduates Who Completed All Courses Required for UC/CSU Admission	80

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	72	72	72	72	72
Grade 7	82	82	82	82	82
Grade 9	86	86	86	86	86

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents and other relatives are encouraged and welcomed to become involved in the formal education of their children. Educational research validates that support at home is critical to a child's academic success. There are many opportunities to be involved at their children's school site, including: governance committees, special events, fundraising events, parent organizations, in classrooms, and at the district level by participating in cluster councils, district advisory councils/committees, and special events.

Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home. We are committed to communicating with and engaging parents as partners in their children's education. We are also committed to obtaining community resources for our school and invite all members of our community to assist us in the education of our students. Parents have many opportunities to be involved at their children's school site (i.e., advisory committees, special events, fund raising events, parent organizations, and in classrooms). We encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

If you want to get involved, please contact Renee Olmeda at events@learningchoice.org or (619) 463-6845.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	34.1	0	2.6	6.8	1.5	0.4	8.2	8.9	8
Graduation Rate	61	90.6	89.7	92.5	97.1	98.4	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	39	35	89.7
Female	24	21	87.5
Male	15	14	93.3
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	30	26	86.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	23	20	87.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	464	449	3	0.7
Female	239	234	1	0.4
Male	225	215	2	0.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	20	19	0	0.0
Filipino	24	24	0	0.0
Hispanic or Latino	355	342	1	0.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	21	20	1	5.0
White	33	33	0	0.0
English Learners	71	66	0	0.0
Foster Youth	--	--	--	--
Homeless	71	68	0	0.0
Socioeconomically Disadvantaged	276	268	1	0.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	93	89	1	1.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.22	0.23	0.43	1.16	1.37	1.19	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0.01	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.43	0.00
Female	0.00	0.00
Male	0.89	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.28	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.41	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.72	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The Comprehensive School Safety Plan is revised and reviewed with staff each year. The plan includes all procedures and standards for drills, first aid, and evacuations as well as guidelines for a safe & orderly environment. TLCCV assigns Incident Command Team roles for staff in the event of an emergency. All staff participate in yearly training for Child Abuse Reporting and bi-yearly certification for CPR and First-Aid.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	1	0	0
1	1	2	0	0
2	0	0	0	0
3	2	2	0	0
4	15	1	0	0
5	12	2	0	0
6	1	7	0	0
Other	12	11	3	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	2	0	0
1	2	7	0	0
2	6	5	0	0
3	1	2	0	0
4	2	1	0	0
5	2	3	0	0
6	4	8	0	0
Other	12	10	3	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	1	0	0
1	18	1	0	0
2	14	1	0	0
3	22	1	0	0
4	21	1	0	0
5	26	0	1	0
6	26	0	1	0
Other	25	0	1	0

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	25	1	0
Mathematics	8	20	0	0
Science	13	8	2	0
Social Science	11	9	2	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	24		0
Mathematics	10	13	2	0
Science	15	6	3	0
Social Science	10	13	1	0

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	8	0	
Mathematics	21	8	0	
Science	21	6	0	
Social Science	18	56	0	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	415

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	3.5
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14611	3878	10733	79591
District	N/A	N/A		\$98,452
Percent Difference - School Site and District	N/A	N/A		-21.2
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-3.8	-24.4

Fiscal Year 2024-25 Types of Services Funded

As a 501c3 non-profit corporation, The Learning Choice Academy Chula Vista is a fully functioning independent direct-funded public charter school. All services are supported through the school's general budget, which includes charter school block funding. We supply all services necessary for students including, but not limited to: Special Education (IEP), 504 plans, Title I (Free/Reduced), Title III (English Learner), and other student support necessities.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,335	\$61,597
Mid-Range Teacher Salary	\$91,027	\$98,902
Highest Teacher Salary	\$121,248	\$126,340
Average Principal Salary (Elementary)	\$159,612	\$158,383
Average Principal Salary (Middle)		\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$306,525	\$288,332
Percent of Budget for Teacher Salaries	33.22%	31.29%
Percent of Budget for Administrative Salaries	4.45%	5.38%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
--	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5