

Mueller Charter School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Mueller Charter School
Street	715 I Street
City, State, Zip	Chula Vista, CA 91910
Phone Number	(619) 422-6192
Principal	Dr. Maureen DeLuca, Executive Director
Email Address	maureen.deluca@cvesd.org
School Website	http://muellercharterschool.org/index.html
County-District-School (CDS) Code	37-68023-6037980

2022-23 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619)425-9600
Superintendent	Dr. Eduardo Reyes, Superintendent
Email Address	eduardo.reyes@cvesd.org
District Website Address	www.cvesd.org

2022-23 School Overview

Mueller Charter School (MCS) is a TK-12 school, currently enjoying its 29th year as a charter. Mueller is directly funded by the state of California and is authorized by the Chula Vista Elementary School District, participating in all state and local assessment time-lines and systems. As such, we have continued to meet expected targets and have made steady gains in academic performance. In 2008, we were named a "Title I Academic Award Winning School" by the California Department of Education. In 2009, we were awarded a "Golden Bell" by the California School Boards Association for our work in student wellness. And the California Business for Education Excellence listed MCS on the "Honor Roll" of high performing schools in 2009, 2010, and 2011. In 2012 & 2020, Mueller was a recipient of the "National Urban School Transformation Award," one of only a few K-8 schools so designated in the United States. During the 2019 school year Mueller Charter School was recognized as a California Distinguished School and in 2020 was awarded NCUST's America's Best Urban School Award.

MCS is a fiscally independent charter school among over 45 elementary schools of the Chula Vista Elementary School District. Located 7 miles north of the Mexico/California border, MCS was built in 1953 and consists of TK-12 regular education classrooms. MCS operates on an extended, year-round schedule, during which our students attend school for 196 instructional days.

MCS enrollment is over 1600 students. Approximately 90% live in apartment complexes within walking distance of the school. A large percentage of the population comes from single parent families with considerable economic need. About 85% qualify for the federal free or reduced-price meal program. Over half the children enrolled in regular education are Title 1 students, with nearly 40% learning English as a second language.

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

2022-23 School Overview

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

Mission and Vision

Our charter petition states that:

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

We believe that every student has unlimited potential for learning.

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

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

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

We believe that our students will change the world.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	102
Grade 1	118
Grade 2	113
Grade 3	122
Grade 4	126
Grade 5	127
Grade 6	123
Grade 7	96
Grade 8	96
Grade 9	139
Grade 10	173
Grade 11	140
Grade 12	138
Total Enrollment	1,613

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.8
American Indian or Alaska Native	0.1
Asian	0.2
Black or African American	2.2
Filipino	1.8
Hispanic or Latino	88.7
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.1
White	5.9
English Learners	38.3
Foster Youth	0.1
Homeless	0.2
Migrant	0.0
Socioeconomically Disadvantaged	67.7
Students with Disabilities	9.5

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 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)	64.50	92.36	1227.00	88.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.10	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.80	4.05	31.40	2.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.00	1.01	12115.80	4.41
Unknown	2.40	3.56	106.00	7.66	18854.30	6.86
Total Teaching Positions	69.90	100.00	1383.70	100.00	274759.10	100.00

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.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	2.80	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.60	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

Year and month in which the data were collected

January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark ELA K-6 Adopted in 2016.	Yes	0%
Mathematics	Eureka Math 2015 CPM Mathematics (6th-12th)2018	Yes	0%
Science	Harcourt Science series for Kindergarten to Fifth Grade Prentice Hall 7/8 Adopted in the Spring of 2008	Yes	0%
History-Social Science	McGraw Hill Social Studies Kindergarten – Sixth grade McDougal/Little 7/8 Adopted in the Spring of 2007	Yes	0%
Foreign Language	Spanish		N/A
Health	N/A		N/A
Visual and Performing Arts	None		N/A
Science Laboratory Equipment (grades 9-12)	Mueller Charter School maintains a science lab at the Living Coast Discovery Center. Students in 7th grade participate in the lab once a week. Groups of 8th grade students participate on a rotating schedule each Friday. Grades K - 6th participate in the lab as scheduled.		N/A

School Facility Conditions and Planned Improvements

Classroom space at our school is adequate to support our school's current enrollment. Our campus features a literacy center, state of the art technology lab, performing arts center, state-of-the-art turf softball and football fields, fitness course, and running track. In addition, our 7th graders attend science class once a week at the Living Coast Discovery Center. This partnership allows our students to work side by side with marine biologists, to study the natural ecosystems of the bay front, and to pursue the goals of the middle school science curriculum in a natural setting off of Gunpowder Point. .

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

Year and month of the most recent FIT report

10/11/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: 401 CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1
Interior: Interior Surfaces		X		1003 CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1// carpet stains //Power Strip Usage - Relocatable power strips shall not be daisy chained, run\through walls, ceilings, floors, under doors, or under floor coverings. Remove and /or provide permanent electrical. Power strips must be plugged directly into wall outlet and not outlet expander or extension cords. CFC Section 604.4-604.4.3 // Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. CFC Section 604.3 1004 CR.: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1// carpet stains //Power Strip Usage - Relocatable power strips shall not be daisy chained, run\through walls, ceilings, floors, under doors, or under floor coverings. Remove and /or provide permanent electrical. Power strips must be plugged directly into wall outlet and not outlet expander or extension cords. CFC Section 604.4-604.4.3 // Provide Clearance for Electrical Panel - A clear and

unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. CFC Section 604.3

1006

CR: Carpet stains

202 CR: Ceiling Systems

The hanging and displaying of salable goods and other decorative materials from acoustical ceiling systems that are part of a fire-resistance-rated floor/ceiling or roof/ceiling assembly shall be prohibited. Remove all items hanging from ceiling throughout campus.

CFC Section 703.3

301 CR: 2 ceiling tiles missing //

302 CR: carpet stains // piece of ceiling tile missing // 2 lamps out //Ceiling Systems

The hanging and displaying of salable goods and other decorative materials from acoustical ceiling systems that are part of a fire-resistance-rated floor/ceiling or roof/ceiling assembly shall be prohibited. Remove all items hanging from ceiling throughout campus.

CFC Section 703.3

303 CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1 //

402 CR: Ceiling tile is broken // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1

809

CR: Same 810

810

CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1 // Cover Plate Missing electrical cover plates OR panel spacers. Install/Repair electrical cover plates and panel spacers. Install/Repair electrical cover plates and panel spacers. CFC Section 604.6 // Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. CFC Section 604.3

901

School Facility Conditions and Planned Improvements

			<p>CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1// carpet stains //Power Strip Usage - Relocatable power strips shall not be daisy chained, run through walls, ceilings, floors, under doors, or under floor coverings. Remove and /or provide permanent electrical. Power strips must be plugged directly into wall outlet and not outlet expander or extension cords. CFC Section 604.4-604.4.3 // Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. CFC Section 604.3</p> <p>Collaboration Room 405 FACD : Carpet stained // FACD room stained ceiling tile // Used for storage // Provide Clearance for Electrical Panel</p> <p>A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel.</p> <ol style="list-style-type: none"> 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. <p>CFC Section 604.3</p> <p>CR 903: Broken/missing Data port by door // * Bean Bags , Couches and sofas not treated (proof of fire retardant treatment) // Covebase missing/ peeling off by whiteborad // * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed)</p> <p>STRECH/Work room : Door catch loose interior door hardware broken, lockers not secured to wall.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>Kinder Play Toy: dirty Stage: Remove clutter from stage and HC Lift - non ADA compalint .</p>
<p>Electrical</p>		<p>X</p>	<p>1001 CR: Spray paint under sink - * Household wipes, insecticides, disinfecting sprays, spray paints and cleaning products (no MSDS present on site - health hazard) // Ceiling tile stains // Carpet stains // Electrical outlet pulled out of wall and broken face plate // Wall has force track board //Door doesn't close on swing // 1003</p> <p>CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator,</p>

Toaster, microwave, Heaters, plug-in's, diffusers, etc
 CFC 604.1.1// carpet stains //Power Strip Usage - Relocatable power strips shall not be daisy chained, run through walls, ceilings, floors, under doors, or under floor coverings. Remove and /or provide permanent electrical. Power strips must be plugged directly into wall outlet and not outlet expander or extension cords. CFC Section 604.4-604.4.3 // Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. CFC Section 604.3

1004

CR.: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc
 CFC 604.1.1// carpet stains //Power Strip Usage - Relocatable power strips shall not be daisy chained, run through walls, ceilings, floors, under doors, or under floor coverings. Remove and /or provide permanent electrical. Power strips must be plugged directly into wall outlet and not outlet expander or extension cords. CFC Section 604.4-604.4.3 // Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. CFC Section 604.3

300 Building Electrical: Provide Clearance for Electrical Panel

A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel.

1. Maintain 36" clearance around electrical panels.
 2. Remove all combustible items from Electrical room.
- CFC Section 604.3

302 CR: carpet stains // piece of ceiling tile missing // 2 lamps out //Ceiling Systems

The hanging and displaying of salable goods and other decorative materials from acoustical ceiling systems that are part of a fire-resistance-rated floor/ceiling or roof/ceiling assembly shall be prohibited. Remove all items hanging from ceiling throughout campus.

CFC Section 703.3

304 CR: 2 stained, 1 broken, 1 missing ceiling tiles // 2 lights are out // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire

code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1

403 CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1

502
CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1

503
CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1

602 CR: Power Strip Usage
Relocatable power strips shall not be daisy chained, run\through walls, ceilings, floors, under doors, or under floor coverings. Remove and /or provide permanent electrical. Power strips must be plugged directly into wall outlet and not outlet expander or extension cords. This shall be enforced throughout the campus.

CFC Section 604.4-604.4.3

603 CR: Power Strip Usage- Relocatable power strips shall not be daisy chained, run\through walls, ceilings, floors, under doors, or under floor coverings. Remove and /or provide permanent electrical. Power strips must be plugged directly into wall outlet and not outlet expander or extension cords. This shall be enforced throughout the campus. CFC Section 604.4-604.4.3

803
CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1 // IT box plugged out of wall, broken tray rail under cabinet.

806
CR: Same as 810

810
CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1 // Cover Plate Missing electrical cover plates OR panel spacers. Install/Repair electrical cover plates and panel spacers. Install/Repair electrical cover plates and panel spacers. CFC Section 604.6 // /Provide Clearance for Electrical

School Facility Conditions and Planned Improvements

			<p>Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. CFC Section 604.3</p> <p>901</p> <p>CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1// carpet stains //Power Strip Usage - Relocatable power strips shall not be daisy chained, run\through walls, ceilings, floors, under doors, or under floor coverings. Remove and /or provide permanent electrical. Power strips must be plugged directly into wall outlet and not outlet expander or extension cords. CFC Section 604.4-604.4.3 // Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. CFC Section 604.3</p> <p>CR 903: Broken/missing Data port by door // * Bean Bags , Couches and sofas not treated (proof of fire retardant treatment) // Covebase missing/ peeling off by whiteborad // * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed)</p> <p>RM 812/813 Media Lab</p> <p>: 2 open IT boxes //Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. CFC Section 604.3</p> <p>//Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1 //</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>X</p>		<p>300 Building Boys RR: hand rails dirty // * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats, do not apply wax (I-Shine or Terra Glaze // caulikng in sinks and toilets is needed</p> <p>300 Building Girls RR: * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats, do not apply wax (I-Shine or Terra Glaze) // Caulking in sinks and toilets needed</p>

School Facility Conditions and Planned Improvements

			<p>802 CR: Sagging ceiling tile, carpet stains, fridge, chemical under sink, faucet sprays wall.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>1001 CR: Spray paint under sink - * Household wipes, insecticides, disinfecting sprays, spray paints and cleaning products (no MSDS present on site - health hazard) // Ceiling tile stains // Carpet stains // Electrical outlet pulled out of wall and broken face plate // Wall has force track board //Door doesn't close on swing //</p> <p>1002 CR: Ceiling stain /Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. CFC Section 604.3 //</p> <p>Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1</p> <p>1003 CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1// carpet stains //Power Strip Usage - Relocatable power strips shall not be daisy chained, run through walls, ceilings, floors, under doors, or under floor coverings. Remove and /or provide permanent electrical. Power strips must be plugged directly into wall outlet and not outlet expander or extension cords. CFC Section 604.4-604.4.3 // Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. CFC Section 604.3</p> <p>1007 office CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1</p> <p>201 CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1 //</p> <p>202 CR: Ceiling Systems</p>

The hanging and displaying of salable goods and other decorative materials from acoustical ceiling systems that are part of a fire-resistance-rated floor/ceiling or roof/ceiling assembly shall be prohibited. Remove all items hanging from ceiling throughout campus.

CFC Section 703.3

302 CR: carpet stains // piece of ceiling tile missing // 2 lamps out //Ceiling Systems

The hanging and displaying of salable goods and other decorative materials from acoustical ceiling systems that are part of a fire-resistance-rated floor/ceiling or roof/ceiling assembly shall be prohibited. Remove all items hanging from ceiling throughout campus.

CFC Section 703.3

304 CR: 2 stained, 1 broken, 1 missing ceiling tiles // 2 lights are out // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1

400 Building Electrical: Provide Clearance for Electrical Panel

A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel.

1. Maintain 36" clearance around electrical panels.
2. Remove all combustible items from Electrical room.

CFC Section 604.3

402 CR: Ceiling tile is broken // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1

403 CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1

501

CR: Ceiling Systems - The hanging and displaying of salable goods and other decorative materials from acoustical ceiling systems that are part of a fire-resistance-rated floor/ceiling or roof/ceiling assembly shall be prohibited. Remove all items hanging from ceiling throughout campus. CFC Section 703.3

601 CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator,

Toaster, microwave, Heaters, plug-in's, diffusers, etc
 CFC 604.1.1
 602 CR: Power Strip Usage
 Relocatable power strips shall not be daisy chained, run\through walls, ceilings, floors, under doors, or under floor coverings. Remove and /or provide permanent electrical. Power strips must be plugged directly into wall outlet and not outlet expander or extension cords. This shall be enforced throughout the campus.
 CFC Section 604.4-604.4.3
 603 CR: Power Strip Usage- Relocatable power strips shall not be daisy chained, run\through walls, ceilings, floors, under doors, or under floor coverings. Remove and /or provide permanent electrical. Power strips must be plugged directly into wall outlet and not outlet expander or extension cords. This shall be enforced throughout the campus. CFC Section 604.4-604.4.3
 605
 Counseling center: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1
 701
 CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1
 705 Copy Center: Locate Fire Extinguisher - Fire Extinguishers shall be installed so that the top of the extinguisher is no higher than 5 feet (3.5 feet if weighing more than 40lbs) and the clearance between the finished floor to the bottom of the extinguisher is a minimum of 4 inches. Unless installed in dedicated cabinets, fire extinguishers shall be installed/mounted on supplied brackets. - CFC Section 906.9; section 906.7 and CCR, Title 19 Re-mount fire extinguisher in accordance with correct height maximums.
 802
 CR: Sagging ceiling tile, carpet stains, fridge, chemical under sink, faucet sprays wall.
 803
 CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1 // IT box plugged out of wall, broken tray rail under cabinet.
 809
 CR: Same 810
 901
 CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator,

School Facility Conditions and Planned Improvements

			<p>Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1// carpet stains //Power Strip Usage - Relocatable power strips shall not be daisy chained, run\through walls, ceilings, floors, under doors, or under floor coverings. Remove and /or provide permanent electrical. Power strips must be plugged directly into wall outlet and not outlet expander or extension cords. CFC Section 604.4-604.4.3 // Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. CF</p>
<p>Structural: Structural Damage, Roofs</p>	<p>X</p>		<p>804 CR: RM 812/813 Media Lab : 2 open IT boxes //Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. CFC Section 604.3 //Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1 //</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>X</p>		<p>1002 CR: Ceiling stain /Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. CFC Section 604.3 // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1 1003 CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1// carpet stains //Power Strip Usage - Relocatable power strips shall not be daisy chained, run\through walls, ceilings, floors, under doors, or under floor coverings. Remove and /or provide permanent electrical. Power strips must be plugged directly into wall outlet and not outlet expander or extension cords. CFC Section 604.4-604.4.3 // Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a</p>

minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. CFC Section 604.3 1007 office CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1 400 Building Electrical: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 406 Psychologist: 1 missing ceiling tile // Door mechanism arm is loose from door frame on door connecting with 404 // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1 501 CR: Ceiling Systems - The hanging and displaying of salable goods and other decorative materials from acoustical ceiling systems that are part of a fire-resistance-rated floor/ceiling or roof/ceiling assembly shall be prohibited. Remove all items hanging from ceiling throughout campus. CFC Section 703.3 604 CR: Carpet stains // Carpet to tile trim loose // Pencil sharpener missing cover (replace or remove) // stained ceiling tile // 5 lights out // Decorative Material - In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 - See <https://osfm.fire.ca.gov/divisions/fire->

School Facility Conditions and Planned Improvements

			<p>engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 804 CR: 807 CR: same as 810 Kitchen: Power Strip Usage - Relocatable power strips shall not be daisy chained, run through walls, ceilings, floors, under doors, or under floor coverings. Remove and /or provide permanent electrical. Power strips must be plugged directly into wall outlet and not outlet expander or extension cords. CFC Section 604.4-604.4.3</p>
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Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	49	N/A	54	N/A	47
Mathematics (grades 3-8 and 11)	N/A	31	N/A	41	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	823	810	98.42	1.58	49.14
Female	383	379	98.96	1.04	55.15
Male	440	431	97.95	2.05	43.85
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	23	23	100.00	0.00	52.17
Filipino	12	12	100.00	0.00	75.00
Hispanic or Latino	725	713	98.34	1.66	47.55
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	54	53	98.15	1.85	60.38
English Learners	314	302	96.18	3.82	21.19
Foster Youth	0	0	0.00	0.00	0.00
Homeless	36	33	91.67	8.33	33.33
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	614	601	97.88	2.12	43.76
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	95	92	96.84	3.16	13.04

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	824	820	99.51	0.49	31.46
Female	384	383	99.74	0.26	29.77
Male	440	437	99.32	0.68	32.95
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	23	23	100.00	0.00	39.13
Filipino	12	12	100.00	0.00	16.67
Hispanic or Latino	726	722	99.45	0.55	31.02
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	54	54	100.00	0.00	38.89
English Learners	315	312	99.05	0.95	18.91
Foster Youth	0	0	0.00	0.00	0.00
Homeless	36	36	100.00	0.00	22.22
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	615	611	99.35	0.65	28.31
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	96	94	97.92	2.08	15.96

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	26.71	--	36.97	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	498	498	100	0	26.71
Female	230	230	100	0	26.09
Male	268	268	100	0	27.24
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	13	13	100	0	23.08
Filipino	13	13	100	0	69.23
Hispanic or Latino	439	439	100	0	24.6
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	28	28	100	0	46.43
English Learners	120	120	100	0	3.33
Foster Youth	0	0	0	0	0
Homeless	16	16	100	0	6.25
Military	0	0	0	0	0
Socioeconomically Disadvantaged	347	347	100	0	21.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	48	100	0	10.42

2021-22 Career Technical Education Programs

During the 2021-22 school year, Bayfront worked with its community partners to develop its first CTE Pathway. Bayfront Charter High School will offer the Patient Care CTE Pathway which falls under the Health Science and Medical Technology Industry Sector. This pathway aligns with both industry need and student interest. The sequence of courses for Bayfront's Patient Care Pathway includes Biology, Human Anatomy and a college-level Medical Terminology course. Please note that this pathway was not available to students until the 2022-23 School Year.

All students take career assessments during their 10th grade year and participate in financial literacy workshops.

Bayfront's CTE committee is comprised of the Executive Director, Principal, Financial Director, Lead School Counselor, and additional school counselor. The committee has worked in partnership the San Diego County of Education and CTE Regional Director. The committee also brings in the site's Student Advisory Committee for input from time to time.

2021-22 Career Technical Education (CTE) Participation

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

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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.83
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	65.81

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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	96	96	97	97	97
Grade 7	100	100	100	100	100
Grade 9	99	100	100	100	100

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.

2022-23 Opportunities for Parental Involvement

Contact person: Evangelina Gutierrez
Contact Person Phone Number: (619) 422-6192

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

Governance:

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

Parent Council:

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

Community Council:

Bayfront Charter High School maintains an active Community Council which participates in monthly meetings, Open Houses, informational meetings, and Parent participation nights.

Volunteers:

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

Charter Helpers:

2022-23 Opportunities for Parental Involvement

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

Parent Education Participants:

A variety of workshops and classes are offered to parents including: Leader In Me, strategies for helping children read, Chaperone Trainings, and parenting skills.

Home Visits:

Teachers at MCS conduct home visits at the beginning of every school year. On average, nearly 750 home visits are conducted, while the remainder of

Parent-Teacher meetings are held on campus. Parent –Teacher conferences are held three times during the year with over 98% parent participation.

Partners:

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

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

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0.8	0.7		0.4	1.5		8.9	7.8
Graduation Rate		99.2	98.5		98.8	96.6		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	134	132	98.5
Female	58	57	98.3
Male	76	75	98.7
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	117	115	98.3
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	--	--	--
English Learners	20	20	100.0
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	102	100	98.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	11	10	90.9

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1722	1684	313	18.6
Female	814	795	152	19.1
Male	908	889	161	18.1
American Indian or Alaska Native	2	2	1	50.0
Asian	3	3	1	33.3
Black or African American	39	39	9	23.1
Filipino	31	31	0	0.0
Hispanic or Latino	1533	1495	284	19.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	17	17	4	23.5
White	96	96	13	13.5
English Learners	673	657	144	21.9
Foster Youth	3	3	2	66.7
Homeless	61	60	11	18.3
Socioeconomically Disadvantaged	1299	1275	268	21.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	185	181	38	21.0

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.66	0.56	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.10	0.02	0.68	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.10	0.00
Female	0.61	0.00
Male	1.54	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	7.69	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.04	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	1.04	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.15	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.70	0.00

2022-23 School Safety Plan

Date of last review/update: January 5, 2023

The safety and well-being of students, staff, and visitors is promoted by activities that include: drills on our emergency and earthquake preparedness system, lockdown drills, bus evacuation drills, systematic supervision on the playground, drug and alcohol prevention education, child abuse awareness, publication of safe routes to school, and a school-wide behavior plan that incorporates Positive Behavior Intervention and Supports and Restorative Practices. Students are closely supervised by staff at all times, including in the classroom, on the playground, and while arriving or leaving the campus. Visitors are closely screened and required to check in at the main office. School staff works closely with Chula Vista Police Department in regard to who visits the campus on a regular basis. The Leadership Council approved the School Safety Plan on November 8, 2021.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	18	2	6	
1	12	9		
2	9	14		
3	13	9		
4	14	9		
5	19	5	1	
6	32		3	
Other	17	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	17	2	6	
1	16	8		
2	10	13		
3	12	11		
4	13	10		
5	16	5	3	
6	30		4	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	13	8		
1	11	11		
2	9	13		
3	12	10		
4	13	10		
5	21	2	4	
6	25	1	4	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	27	1	10	1
Mathematics	29	4	22	4
Science	28	1	7	2
Social Science	26	3	8	2

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	17	13	8	
Mathematics	30	1	27	6
Science	28	2	7	2
Social Science	28	2	6	5

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	22	6	11	
Mathematics	26	13	21	4
Science	29	1	7	3
Social Science	28	1	12	1

2021-22 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	187.56

2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	8.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	7.3

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	11,753	3,805	7,948	90,640
District	N/A	N/A	7,948	\$85,506
Percent Difference - School Site and District	N/A	N/A	0.0	5.8
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	18.6	3.8

2021-22 Types of Services Funded

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

- An extended school year of 196 days (16 additional instructional days for students);
- Full-time support positions including Coordinator of Student Support Services, Instructional Coach, Dean of Students, nurses, psychologists, social worker, and counselors;
- A technology infrastructure that supports 1 to 1 devices for all students. Each classroom offers a classroom set of laptops or devices including desktop computers and IPADS, a laser printer, document camera and LCD projector with support for instructional videos, DVD's and Internet-related content. We also have over 1600 laptop computers to help facilitate research and writing projects, as well as a substantial investment in software providing both assessment and instruction tied to state grade level standards;
- Home visits by all classroom teachers at the beginning of the school year, and parent conferences during the year to create and maintain home-school partnerships and support;
- Funding for annual enhancements to classroom reading libraries and materials, field trips for students, and collaboration time offering art and music instruction;
- Substantial investment in professional development opportunities and programs for all staff, including a new series of 8 training sessions on culturally responsive teaching and teaching on distance learning platforms.
-

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$52,430	\$52,641
Mid-Range Teacher Salary	\$79,101	\$83,981
Highest Teacher Salary	\$105,363	\$107,522
Average Principal Salary (Elementary)	\$139,463	\$136,247
Average Principal Salary (Middle)		\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$313,246	\$242,166
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0.3
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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	2
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.	2

Professional Development

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

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

- Achievement of English Language Learners and effective strategies for daily ELD instruction
- ELPAC Training
- Guided Language Acquisition Design Training
- * Write Institute Training
 - Common Core Math Training
 - Balanced Literacy
 - Effective writing instruction
 - Interventions for students with unique learning needs
 - Resiliency training
 - Restorative Practices training
 - PBIS training
 - Maintaining a culture of high expectations in the classroom
 - Recognizing the root cause for student learning challenges
 - Effective strategies for differentiating instruction
 - Physical fitness, exercise, and nutrition
- * Multi Tiered Systems of Support
- * Leadership Development
- * Culturally Responsive Teaching
- * Utilizing technology
- * Creating Safe and Inclusive Learning Environments
- * Data analysis with the use of our supplemental programs (i.e Math, Language Arts, NWEA)

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

During spikes in COVID-19 cases, a virtual option for attending professional development is provided. Staff also have opportunities to attend external trainings to strengthen their instruction.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	5	5