MAAC Community Charter

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Debbie VanEnkevort, Director

Principal, MAAC Community Charter

About Our School

MAAC Community Charter School (MCCS) is an alternative (ASAM) continuation high school of choice and opportunity that opened in the year 2001. It was founded by and is a part of MAAC, a multipurpose nonprofit organization serving all of San Diego County. The MCCS charter is authorized by the Sweetwater Union High School District and the school is accredited by the Western Association of Schools and Colleges. MCCS is a direct-funded charter school, thus functioning semi-autonomously with district partnership.

MCCS is located in Chula Vista, California and primarily serves at-risk students between the ages of 14-20 who have not been successful in traditional school setting for a variety of reasons. These reasons include a deficit of credits, limited English proficiency, and personal and family challenges that result in low attendance. Approximately two-thirds of our nearly 300 students are English Language Learners. MCCS graduates an average of 75 students annually who otherwise would not have been likely to earn a high school diploma.

MCCS has created an environment where students believe that receiving a high school diploma is achievable at their own speed with support for their individual learning styles. Students develop a sense of agency through the support of all faculty and staff and student-centered curriculum and teaching.

MCCS supports diverse learning styles by offering a classroom, seat-based environment, an Independent Studies program, and a Youth Build Program. MCCS uses the arts, critical pedagogy and project-based learning to engage non-traditional learners. It offers an academic curriculum that qualifies students for enrollment in college and a school culture that promotes individual and community responsibility. MCCS has an active ASB, multiple leadership opportunities and frequent community activities and celebrations.

Contact

MAAC Community Charter
1385 Third Ave.
Chula Vista, CA 91911-4302

Phone: 619-476-0749
E-mail: dvanenkevort@maacproject.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Sponsored by Sweetwater Union High School District
Phone Number	(619) 691-5550
Superintendent	Dr. Karen Janney
E-mail Address	karen.janney@sweetwaterschools.org
Web Site	www.sweetwaterschools.org

School Contact Information (School Year 2016-17)	
School Name	MAAC Community Charter
Street	1385 Third Ave.
City, State, Zip	Chula Vista, Ca, 91911-4302
Phone Number	619-476-0749
Principal	Debbie VanEnkevort, Director
E-mail Address	dvanenkevort@maacproject.org
Web Site	www.maacproject.org *link to MAAC Agency website*
County-District-School (CDS) Code	37684113731304

Last updated: 2/21/2017

School Description and Mission Statement (School Year 2016-17)

MAAC Community Charter School (MCCS), opened its doors in 2001. MCCS is a high school of choice and opportunity that is sponsored by the non-profit agency called MAAC and is authorized by the Sweetwater Union High School District. MCCS is located in Chula Vista, California and primarily serves at-risk students between the ages of 14-24 who have not been successful in traditional school for a variety of reasons, which include: loss of interest, deficit of academic credits, limited English proficiency, lack of transportation or child care, family problems, transiency, financial need, homelessness, substance abuse, truancy, behavioral issues, and incarceration. MAAC YouthBuild, a program of MCCS, is open to students ages 16-24, and offers a variety of career trainings and work experience.

MCCS has created an environment of cultural and linguistic inclusion where students are encouraged to believe that receiving a high school diploma is achievable with individualized supports. At MCCS students learn to acknowledge, accept and apply their Potential, Ownership, Wisdom, Expectations, and Respect (POWER). MCCS offers the following to ensure student academic, social and emotional needs are met: common core standards through project based learning; internships; special education services; mental health counseling; youth leadership development; Partial MTS bus pass program; MAAC social services; civic engagement; and scholarship opportunities.

MCCS is partnered with South Bay Community Services, to offer students the EXCEL workforce program. The school also entered into an agreement with SDSU to provide psychology interns to provide services to students as needed.

MCCS is a direct-funded thus functioning semi-autonomously with district and MAAC partnership. MCCS has the Alternative Schools Accountability Models (ASAM) status in California. ASAM schools serve a population of students who have individual circumstances that have prevented them from remaining in the traditional school system. In order to hold the school accountable for student achievement alternative metrics of assessment are used.

MCCS staff regularly reviews and updates the Mission and Vision which is aligned to the MAAC mission statement.

MAAC Mission
Maximizing self-sufficiency with families and individuals through high-quality programs and advocacy in our communities.

MAAC Community Charter School
Vision
To create a space for youth to become powerful agents of change in our local, global, and school communities.
Mission
In order to support students in meeting this vision, our mission is to:
• Provide effective, qualified, and caring staff members who support students in reaching their potential for academic and personal excellence.
• Provide instructional strategies and multiple opportunities that encourage students to take ownership of their English Language acquisition.
• Encourage students to reflect, question and connect their wisdom to learning, through critical pedagogy, project-based learning, Common Core State Standards and restorative justice.
• Encourage high expectations for students and staff by providing leadership development opportunities that create positive change.
• Provide a safe and respectful environment where diversity is recognized, valued and celebrated.

• Provide art, multi-media and video production courses that connect students to community and career opportunities.

Last updated: 2/21/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	6
Grade 10	27
Grade 11	64
Grade 12	201
Total Enrollment	298
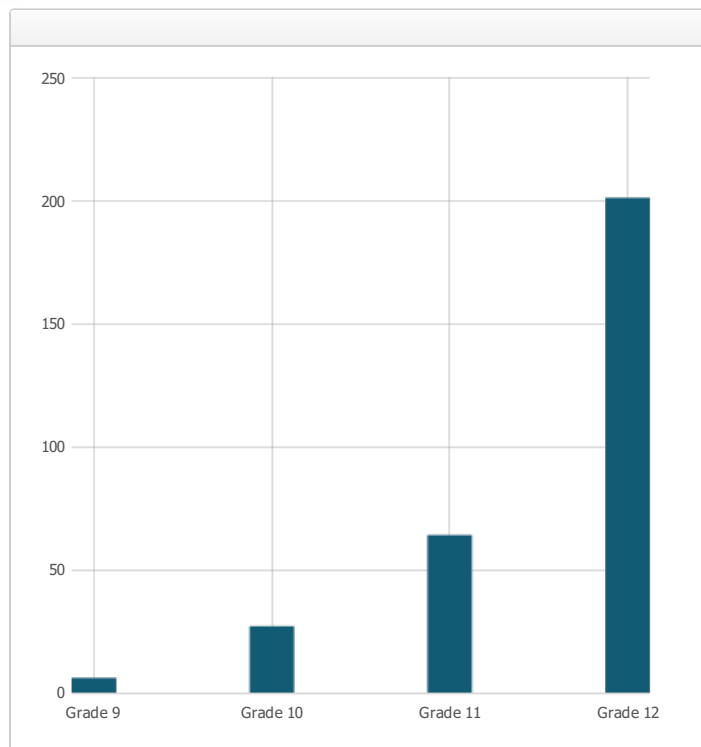
Last updated: 2/21/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.0 %
American Indian or Alaska Native	0.0 %
Asian	1.0 %
Filipino	0.3 %
Hispanic or Latino	95.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	1.0 %
Two or More Races	1.0 %
Other	0.1 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	83.2 %
English Learners	70.5 %
Students with Disabilities	1.3 %
Foster Youth	0.7 %

Last updated: 2/21/2017

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

2015-2016-Teacher without full cedential is a P.E interim teacher with a masters degree in P.E and is in the last year of a credentialing program.

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	13	12	11	1847
Without Full Credential	0	1	2	89
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4
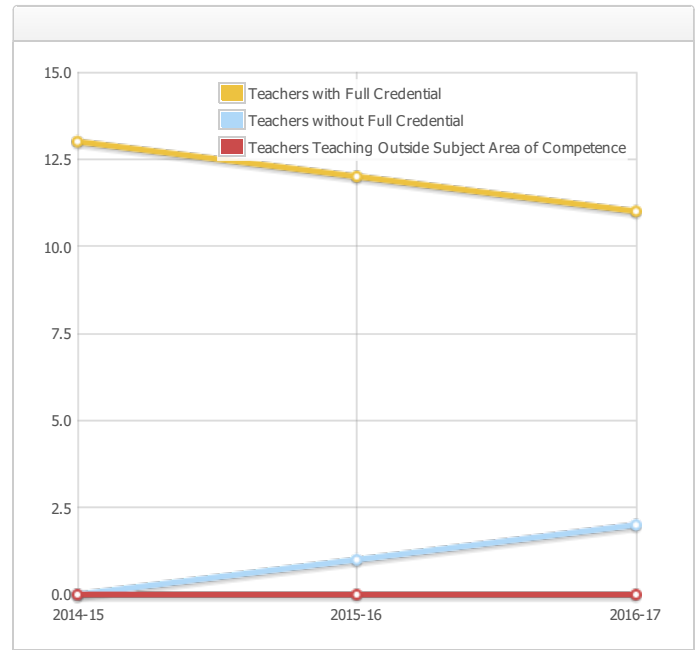
Last updated: 2/21/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	2	2
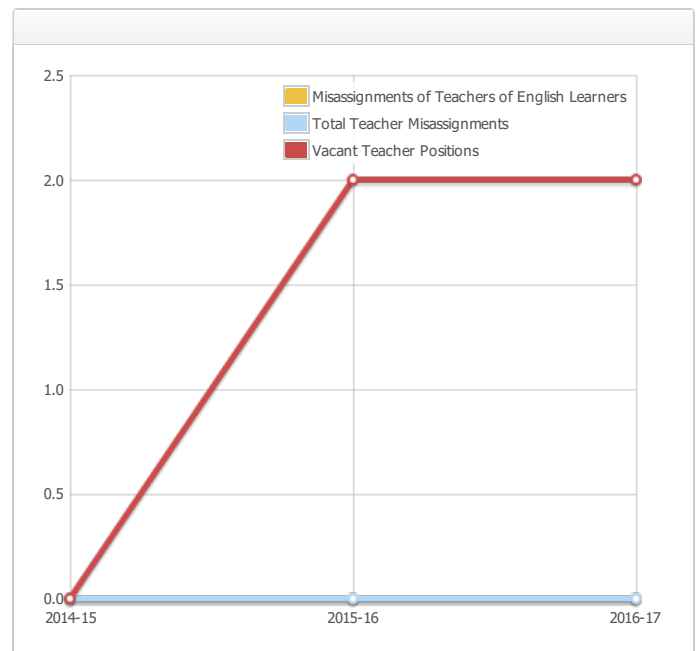
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 2/21/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	88.0%	13.0%
High-Poverty Schools in District	87.0%	13.0%
Low-Poverty Schools in District	89.0%	11.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 2/21/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

MCCS has sufficient textbooks and instructional materials for reference for every student in every class. Since our curriculum is Project Based our students are engaged in hands-on applied learning that integrates lectures, web research and text materials. At the end of each course each student is involved in producing a comprehensive project hat exemplifies the learning that occurred during the course and is representative of real world problem solving. Curriculum is also focused on preparing students for careers as w ell as college.

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	MCCS has sufficient textbooks and instructional materials for reference for every student in every class. The curriculum at MCCS is project based and students are engaged in hands-on applied learning that integrates lecture, Internet research and text materials. At the end of each course students are involved in producing a comprehensive showcase project that demonstrates learning that occurred during the course and is representative of real world problem solving. Curriculum is focused on preparing students for careers and college.		0.0 %
Mathematics	MCCS has sufficient textbooks and instructional materials for reference for every student in every class. The curriculum at MCCS is project based and students are engaged in hands-on applied learning that integrates lecture, Internet research and text materials. At the end of each course students are involved in producing a comprehensive showcase project that demonstrates learning that occurred during the course and is representative of real world problem solving. Curriculum is focused on preparing students for careers and college.		0.0 %
Science	MCCS has sufficient textbooks and instructional materials for reference for every student in every class. The curriculum at MCCS is project based and students are engaged in hands-on applied learning that integrates lecture, Internet research and text materials. At the end of each course students are involved in producing a comprehensive showcase project that demonstrates learning that occurred during the course and is representative of real world problem solving. Curriculum is focused on preparing students for careers and college.		0.0 %
History-Social Science	MCCS has sufficient textbooks and instructional materials for reference for every student in every class. The curriculum at MCCS is project based and students are engaged in hands-on applied learning that integrates lecture, Internet research and text materials. At the end of each course students are involved in producing a comprehensive showcase project that demonstrates learning that occurred during the course and is representative of real world problem solving. Curriculum is focused on preparing students for careers and college.		0.0 %
Foreign Language	MCCS has sufficient textbooks and instructional materials for reference for every student in every class. The curriculum at MCCS is project based and students are engaged in hands-on applied learning that integrates lecture, Internet research and text materials. At the end of each course students are involved in producing a comprehensive showcase project that demonstrates learning that occurred during the course and is representative of real world problem solving. Curriculum is focused on preparing students for careers and college.		0.0 %
Health	MCCS has sufficient textbooks and instructional materials for reference for every student in every class. The curriculum at MCCS is project based and students are engaged in hands-on applied learning that integrates lecture, Internet research and text materials. At the end of each course students are involved in producing a comprehensive		0.0 %

	showcase project that demonstrates learning that occurred during the course and is representative of real world problem solving. Curriculum is focused on preparing students for careers and college.		
Visual and Performing Arts	MCCS has sufficient textbooks and instructional materials for reference for every student in every class. The curriculum at MCCS is project based and students are engaged in hands-on applied learning that integrates lecture, Internet research and text materials. At the end of each course students are involved in producing a comprehensive showcase project that demonstrates learning that occurred during the course and is representative of real world problem solving. Curriculum is focused on preparing students for careers and college.		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/21/2017

School Facility Conditions and Planned Improvements

MCCS goes to great lengths to ensure that the school is safe, clean and functional for student, staff and community use. We use the Facility Inspection Tool (FIT) developed by the State of California Office of Public School Construction to support our efforts. The results of this Facility Inspection are available at the school office.

MCCS is located in Chula Vista, California and leases its 33,497 square feet of educational space (including outdoor space) from MAAC.

The building houses a multi-purpose room that is utilized throughout the year for a variety of school and community events. There are 13 classrooms and a small independent studies classroom space. We recently upgraded our state of the art multi-media classroom with new MAC computers and the Adobe package. There are two modern computer labs on site. During the 2014-2015 school year all teachers received laptops, and most classrooms are complete with full audio visual equipment.

During the November 29, 2016 inspection the facility MCCS received an overall rating of "Good" condition in all 8 areas inspected. Annual inspections in the "Facility Inspection Services" categories are in partnership with the MAAC Department of Housing and Property Management in collaboration with MCCS Maintenance staff and site administration.

Maintenance of the building and grounds is completed by our maintenance staff. We have one Safety and Facilities Supervisor, one full-time maintenance worker and one half-time maintenance worker who work diligently to ensure that the site is in good condition for student and staff use. The safety and facilities supervisor meets daily with the maintenance staff to ensure that cleaning schedules are updated and followed based on student and staff need. The principal meets with the safety and facilities supervisor to ensure that deep cleaning and maintenance projects are done when students are not in session.

Last updated: 2/21/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Damaged thermostat in room 7 (still functions) needs to be upgraded.
Interior: Interior Surfaces	Good	Flooring in boys bathroom needs to be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Cabinets in library need to be rearranged to clear path to back exit.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Emergency doors need batteries replaced.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Repairs and replacements needed on three doors and three windows.

Overall Facility Rate

Year and month of the most recent FIT report: November 2016

Overall Rating	Good

Last updated: 2/21/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	4.0%	7.0%	47.0%	53.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	0.0%	--	29.0%	31.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/21/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	78	58	74.4%	7.3%
Male	47	37	78.7%	11.4%
Female	31	21	67.7%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	75	55	73.3%	3.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	55	40	72.7%	5.3%
English Learners	51	40	78.4%	2.6%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

Last updated: 1/31/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	78	57	73.1%	--
Male	47	36	76.6%	--
Female	31	21	67.7%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	75	54	72.0%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	55	39	70.9%	--
English Learners	51	38	74.5%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

Last updated: 1/31/2017

CAASPP Test Results in Science for All Students

	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	2.0%	5.0%	63.0%	53.0%	49.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Last updated: 1/31/2017

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	45	39	86.7%	5.1%
Male	28	24	85.7%	8.3%
Female	17	15	88.2%	0.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	42	37	88.1%	5.4%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	31	26	83.9%	0.0%
English Learners	23	17	73.9%	0.0%
Students with Disabilities	0	0	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Last updated: 1/31/2017

Career Technical Education Programs (School Year 2015-16)

In 2013-2014 the Sweetwater district cancelled its ROP/CTE program and as a result MCCS lost the funding to continue providing ROP/CTE as career pathways. However, MCCS currently offers YouthBuild, Multimedia and Video Production career courses. MCCS collaborates with other community-based organizations to provide work experience for students. Other career pathways will be explored and implemented based on employment need and student interest. Every effort is made to partner with local community colleges to create articulation agreements on future pathways.

YouthBuild
MAAC YouthBuild is an alternative education and job-training program for low-income youth ages 16 through 24, who have dropped out of high school or are at-risk of dropping out. The program is located and operated by MCCS. It offers students the opportunity to earn their high school diploma or High School Equivalency Certification through Examination while gaining marketable skills in computer literacy and green construction trades.

MAAC YouthBuild participants receive:
• Classroom instruction, via independent studies, to earn their high school diploma or through tutoring to pass a High School Equivalency Exam.
• Leadership Development and Work Readiness Training.
• OSHA 10 certification and basic green building construction skills training.
• The opportunity to participate in construction projects with organizations such as: Habitat for Humanity; GRID Alternatives; the MAAC Weatherization team; MAAC Nosotros Recovery Home; and the California Conservation Corps.
• Job or post-secondary education placement assistance.
• Paid internship opportunities through partner organizations such as: South Bay Community Services EXCEL program (for qualifying students).

Multimedia and Video Production
The multimedia and video production courses currently include digital imaging, graphic design, video production, visual effects, and documentary production.

Last updated: 2/21/2017

Career Technical Education Participation (School Year 2015-16)

For the 2014-2015 school year we did not offer any CTE/ ROP classes. The ROP program was cancelled in the district so 2013-2014 was the last time we offered CTE/ROP classes.

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

MCCS strives to engage parents as educational partners. Our goal is to ensure that Parents feel that their voice and participation at the school influences the development of the total school and its components. Parents have the opportunity to participate in a variety of meaningful ways at the school site and their presence on campus is important. Ongoing parent/family engagement events are: orientation, back to school, annual thanksgiving potluck, showcase, and POWER awards.

In order to ensure significant parent involvement, the school will have a standing parent involvement training that is open to all parents and guardians and will include the work of the District English Language Advisory Council (DELAC) and English Language Advisory Council (ELAC).

For information regarding Padres Comprometidos/Parent Engagement, or ELAC please contact:
Mary Soto
Academic Counselor
msoto@maacproject.org

State Priority: Pupil Engagement

Last updated: 2/21/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):
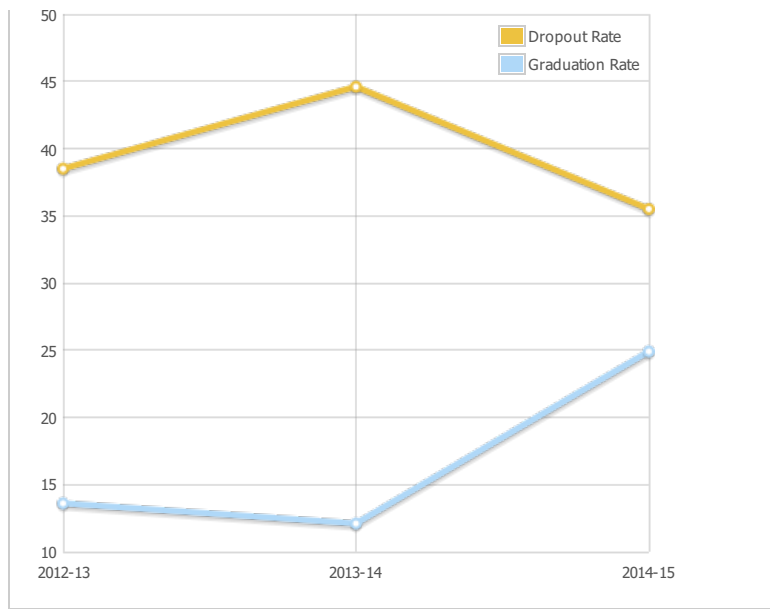
- High school dropout rates; and
- High school graduation rates

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	38.5%	44.6%	35.5%	6.4%	7.5%	6.2%	11.4%	11.5%	10.7%
Graduation Rate	13.60	12.10	24.90				80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

| Student Group	School	District	State
All Students	47	82	85
Black or African American	100	81	77
American Indian or Alaska Native	0	94	75
Asian	33	94	99
Filipino	0	94	97
Hispanic or Latino	46	80	84
Native Hawaiian or Pacific Islander	0	93	85
White	0	81	87
Two or More Races	100	89	91
Socioeconomically Disadvantaged	26	38	77
English Learners	43	60	51
Students with Disabilities	100	51	68
Foster Youth	--	--	--

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

	School			District			State		
Rate	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	18.9	11.8	0.0	5.7	5.7	4.6	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1
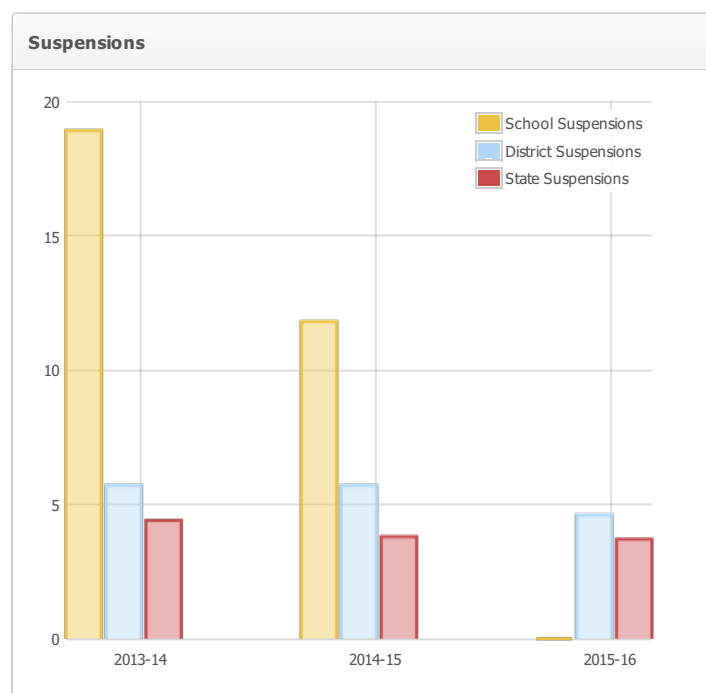
School Safety Plan (School Year 2016-17)

Each year at MAAC Community Charter School (MCCS) we update our Comprehensive School Safety Plan. Staff orientation and training is done at the beginning of the school year. Disaster and evacuation drills are scheduled periodically throughout the school year..

Key Elements of the Plan for the 2015-2016 school year included:

- Emergency procedures were reviewed as a whole staff

- Complied with 3 in 1 safety drills

- Fire Alarm Testing

- Ongoing coordination with the School Resource Officer of the Chula Vista Police Force

- Youth Advocacy and peer mediation, using the principles of restorative justice in determining consequences for inappropriate or unacceptable behavior

- Implementing norms, activities, and training programs that promote health and safety on campus

The MAAC Community Charter School has a comprehensive safety plan that includes semi-annual disaster preparedness drills. All staff members have been assigned disaster drill roles in case of an emergency. The school also has a Campus Relations Officer who helps provide security for the school. The campus has multiple security cameras located at key areas.

Last updated: 2/21/2017

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2015-2016	2008-2009
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	19
Percent of Schools Currently in Program Improvement	N/A	82.6%

Note: Cells with NA values do not require data.

Last updated: 3/2/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14 Average Class Size	Number of Classes * 1-20	21-32	33+	2014-15 Average Class Size	Number of Classes * 1-20	21-32	33+	2015-16 Average Class Size	Number of Classes * 1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 2/26/2017

Average Class Size and Class Size Distribution (Secondary)

| | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	11.0	18	3	1	13.0	18	4	1	26.0	2	5	0
Mathematics	30.0	1	2	2	35.0	0	2	3	27.0	2	1	2
Science	32.0	0	2	2	33.0	0	2	2	35.0	0	0	1
Social Science	29.0	1	2	3	30.0	1	1	3	33.0	0	2	5

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/26/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	300.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

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

*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.

Last updated: 3/2/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$10323.0	$1739.0	$8584.0	$50650.0
District	N/A	N/A	$1742.0	$79715.0
Percent Difference – School Site and District	--	--	393.0%	-36.0%
State	N/A	N/A	$5677.0	$77824.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 3/2/2017

Types of Services Funded (Fiscal Year 2015-16)

MCCS offers a comprehensive high school curriculum so that students are able to complete their high school diploma at an accelerated pace. Our students and school community benefit from the following services at our school, including:

• 11 full-time teachers which include: 4 core teachers; 1 Spanish teacher, 1 special education resource teacher; 1 Media Arts teacher; 1 visual arts teacher, 1 Performing arts teacher, 2 Independent studies teachers; 2 part-time instructional assistants and 2 full time instructional assistants
• Attendance/assessment technician to support students and parents with improving attendance.
• Full-time registrar to support students and parents with all registration type documentation.
• Saturday school to access academic support.
• Before/After-school tutoring and CAHSEE Supplemental Instruction.
• MTS bus pass scholarship program for both youth and adult students.
• Independent studies program supported by full-time credentialed teacher.
• Intensive 4-week summer session.
• 30 minute mandatory advisory course, where students connect with teacher/advocate to increase personal and academic
• Padres Comprometidos/Parent Engagement training.

Last updated: 2/23/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$42,986	$46,184
Mid-Range Teacher Salary	$73,692	$75,179
Highest Teacher Salary	$96,471	$96,169
Average Principal Salary (Elementary)	$	$
Average Principal Salary (Middle)	$138,060	$124,243
Average Principal Salary (High)	$151,325	$137,939
Superintendent Salary	$235,000	$217,637
Percent of Budget for Teacher Salaries	38.0%	35.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
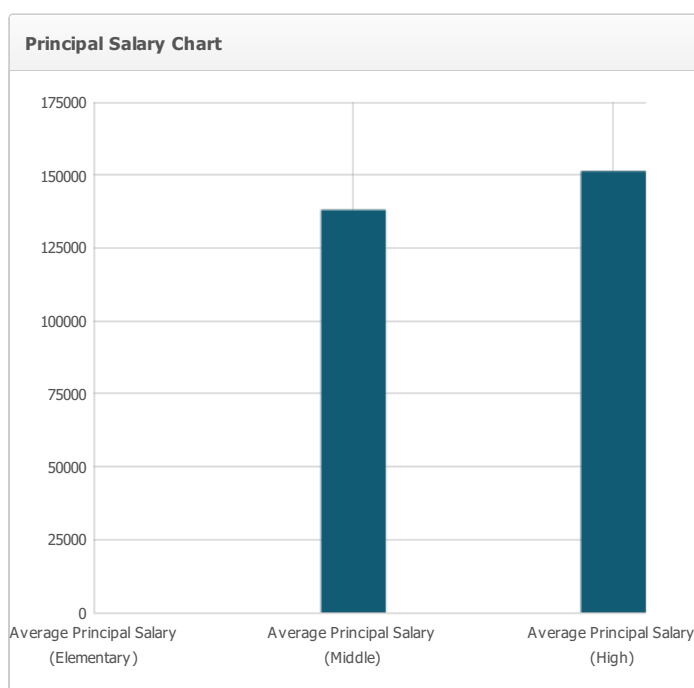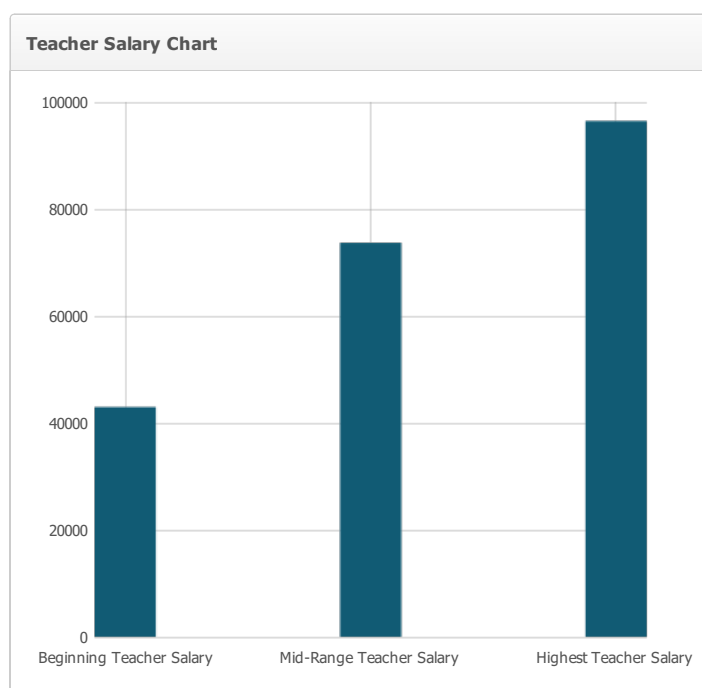
Professional Development

The primary areas of focus for staff development are based on the key promises made in our Charter. The main areas are critical pedagogy, common core state standards/college career readiness standards.

Professional Development at MCCS is initiated from multiple, nested locations. The topics covered in the ongoing professional development generally come from the Steering Committee, our site leadership team, with each member having the responsibility to identify opportunities to advance teaching and learning in the school. Our school research and action groups are also responsible for identifying, researching, and providing timely staff development to all staff. The Critical Pedagogy Research Action Group created a feedback form so that teachers and staff can provide ongoing feedback on implementation of strategies.

Additionally, the MAAC organization and MCCS have an active relationship with the National Council of La Raza (NCLR), due to our community and student populations. Each summer administrators and teachers attend their summer institute professional development (National Institute for Latino Literacy). NCLR has allowed the staff to receive quality professional development on best research-based practices and strategies for our English Learner population. In the 2013-2014 school year, a team attended a training on Culturally and Linguistically Responsive Teaching and Learning strategies.

Throughout the school year staff received professional development during:

- Professional Development Days (full and minimum)
- Summer Institute
- Staff meeting
- Research Action Group Meeting Time
- End of session review
- Selected conferences.

Last updated: 2/23/2017