

# Learning Choice Academy

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

### 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.

## Debi Gooding, Director

Principal, Learning Choice Academy

### About Our School

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

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

TLC provides books and instructional materials, a certificated teacher to work in partnership with parents, special student allowances for enrichment classes, field trips, and other activities, including science labs, math labs, a full day of optional student classes, as well as a wide variety of other educational services. Special activities are planned that offer opportunities for students and their families to meet and participate in fun activities that provide both educational and social benefits. Some of these school activities include monthly schoolwide assemblies, field trips, Project Showcase, a spelling bee, and a countywide Community Field Day.

### Contact

*Learning Choice Academy*  
4215 Spring St., Ste. A-104  
La Mesa, CA 91941-7983

Phone: 858-536-8388  
E-mail: [info@learningchoice.org](mailto:info@learningchoice.org)



## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	San Diego Unified
<b>Phone Number</b>	(619) 725-8000
<b>Superintendent</b>	Cindy Marten
<b>E-mail Address</b>	<a href="mailto:cmarten@sandi.net">cmarten@sandi.net</a>
<b>Web Site</b>	<a href="http://www.sandi.net">www.sandi.net</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Learning Choice Academy
<b>Street</b>	4215 Spring St., Ste. A-104
<b>City, State, Zip</b>	La Mesa, Ca, 91941-7983
<b>Phone Number</b>	858-536-8388
<b>Principal</b>	Debi Gooding, Director
<b>E-mail Address</b>	<a href="mailto:info@learningchoice.org">info@learningchoice.org</a>
<b>Web Site</b>	<a href="http://www.learningchoice.org">www.learningchoice.org</a>
<b>County-District-School (CDS) Code</b>	37683380106799

*Last updated: 1/15/2019*

### School Description and Mission Statement (School Year 2018—19)

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

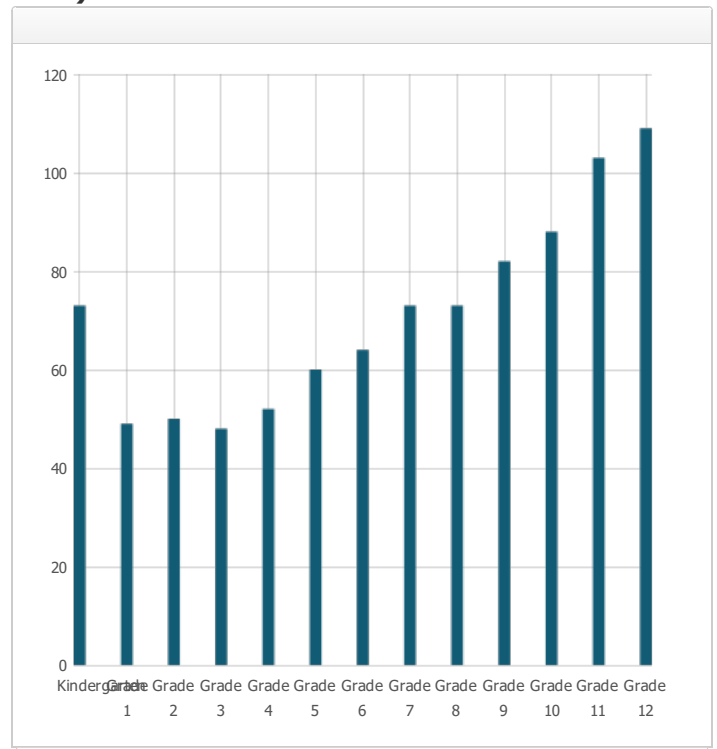
TLC Academy's mission is to empower students to reach their full potential by providing choice in education within collaborative triads of parents, students, and school.

TLC provides books and instructional materials, a certificated teacher to work in partnership with parents, special student allowances for enrichment classes, field trips, and other activities, including science labs, math labs, a full day of optional student classes, as well as a wide variety of other educational services. Special activities are planned that offer opportunities for students and their families to meet and participate in fun activities that provide both educational and social benefits. Some of these school activities include monthly schoolwide assemblies, field trips, Project Showcase, a spelling bee, and a countywide Community Field Day.

*Last updated: 1/15/2019*

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Kindergarten	73
Grade 1	49
Grade 2	50
Grade 3	48
Grade 4	52
Grade 5	60
Grade 6	64
Grade 7	73
Grade 8	73
Grade 9	82
Grade 10	88
Grade 11	103
Grade 12	109
Total Enrollment	924



Last updated: 1/15/2019

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	4.5 %
American Indian or Alaska Native	0.4 %
Asian	1.2 %
Filipino	4.0 %
Hispanic or Latino	55.3 %
Native Hawaiian or Pacific Islander	0.2 %
White	27.7 %
Two or More Races	3.5 %
Other	3.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	49.7 %
English Learners	10.4 %
Students with Disabilities	15.2 %
Foster Youth	0.1 %

## A. Conditions of Learning

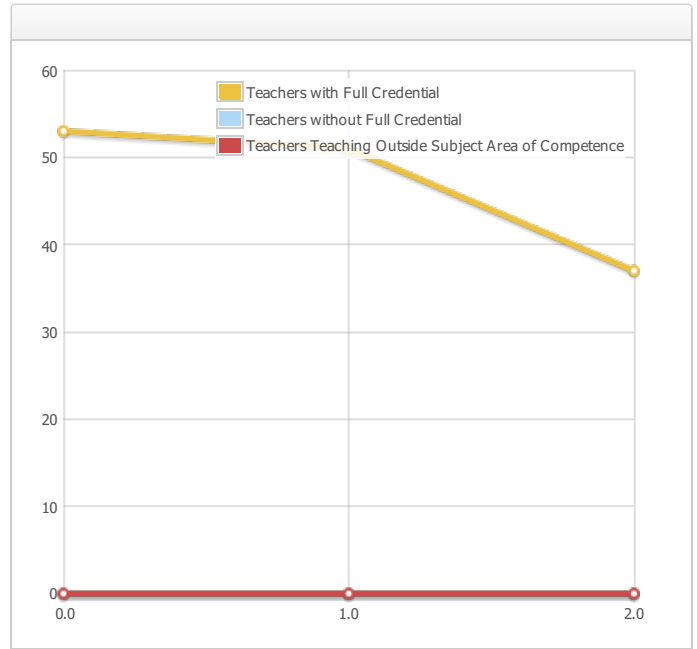
### State Priority: Basic

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

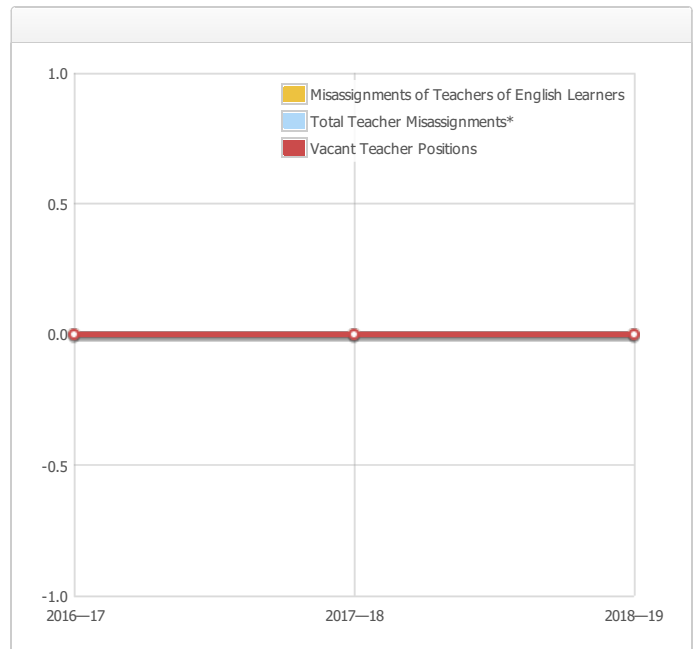
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	53	51	37	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/15/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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: 1/15/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Harcourt: Excursions Holt: Elements of Literature Glencoe: Reader's Choice Course 4 Glencoe: Reader's Choice Course 5 Glencoe: Reader's Choice American Literature Glencoe: Reader's Choice British Literature		0.0 %
Mathematics	Singapore Math: Earlybird Kindergarten Math Standards Edition Houghton Mifflin: Math in Focus Houghton Mifflin: Math in Focus Courses 1-3 Houghton Mifflin-Harcourt: Integrated Math 1 Houghton Mifflin-Harcourt: Integrated Math 2 Glencoe: Algebra 2 Glencoe: Advanced Mathematical Concepts: Precalculus Through Applications Houghton-Mifflin: Calculus		0.0 %
Science	Cengage/National Geographic: Science Prentice Hall: Science Explorer Series Glencoe: Biology: Dynamics of Life Glencoe: Chemistry: Concepts and Applications Glencoe: Physics: Principles and Problems Wiley: Visualizing Environmental Science Glencoe: Earth Science		0.0 %
History-Social Science	Houghton Mifflin: History Social Science McGraw-Hill: Discovering Our Past: A History of the World McGraw-Hill: Discovering Our Past: A History of the United States Glencoe: World Geography McGraw-Hill: World History and Geography McGraw-Hill: United States History and Geography: Modern Times Glencoe: Economics: Principles and Practices Glencoe: US Government: Democracy in Action		0.0 %

Foreign Language	Harcourt: Avancemos 1-3		0.0 %
Health	Glencoe: Health		0.0 %
Visual and Performing Arts			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: 1/18/2019*

## School Facility Conditions and Planned Improvements

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

*Last updated: 1/23/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report:

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

## Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating	Good
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*Last updated: 1/18/2019*



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	48.0%	56.0%	53.0%	55.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	21.0%	24.0%	43.0%	45.0%	37.0%	38.0%

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

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/15/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	473	460	97.25%	56.11%
Male	209	206	98.56%	50.73%
Female	264	254	96.21%	60.47%
Black or African American	30	30	100.00%	33.33%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	19	19	100.00%	73.68%
Hispanic or Latino	248	243	97.98%	57.02%
Native Hawaiian or Pacific Islander	--	--	--	
White	134	130	97.01%	57.36%
Two or More Races	18	17	94.44%	64.71%
Socioeconomically Disadvantaged	230	222	96.52%	52.49%
English Learners	74	70	94.59%	41.43%
Students with Disabilities	67	67	100.00%	29.85%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/15/2019*

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	474	465	98.10%	24.30%
Male	210	207	98.57%	26.57%
Female	264	258	97.73%	22.48%
Black or African American	30	30	100.00%	20.00%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	19	19	100.00%	42.11%
Hispanic or Latino	249	248	99.60%	17.34%
Native Hawaiian or Pacific Islander	--	--	--	
White	134	130	97.01%	32.31%
Two or More Races	18	17	94.44%	35.29%
Socioeconomically Disadvantaged	230	226	98.26%	16.37%
English Learners	74	74	100.00%	8.11%
Students with Disabilities	67	67	100.00%	13.43%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/15/2019*

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 1/15/2019*

### Career Technical Education (CTE) Programs (School Year 2017–18)

The Learning Choice Academy offers Project Lead the Way (PLTW). TLC currently offers the following courses:

#### 1. Introduction to Engineering Design

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects like designing a new toy or improving an existing product.

#### 2. Principles of Engineering

Students explore a broad range of engineering topics including mechanisms, strength of structure and materials, and automation, and then they apply what they know to take on challenges like designing a self-powered car.

#### 3. Aerospace Engineering

Aerospace Engineering (AE) is the study of the engineering discipline which develops new technologies for use in aviation, defense systems, and space exploration.

Each PLTW Engineering course engages students in interdisciplinary activities like working with a client to design a home, programming electronic devices or robotic arms, or exploring algae as a biofuel source. These activities not only build knowledge and skills in engineering, but also empower students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance.

PLTW supports a balanced approach to assessment for all programs, integrating both formative and summative assessments that allow teachers to monitor student progress and modify instruction as needed. Through a balanced assessment approach, assessment is an ongoing activity. Students demonstrate their knowledge throughout the course by completing activities, projects, and problems using a variety of assessment tools – such as performance rubrics, reflective questioning, portfolio reviews, and End-of-Course (EoC) assessments – to deepen and expand their knowledge and skills.

*Last updated: 1/15/2019*

### Career Technical Education (CTE) Participation (School Year 2017–18)

Measure

CTE Program Participation

Number of Pupils Participating in CTE	37
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	24.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.0%

*Last updated: 1/15/2019*

### **Courses for University of California (UC) and/or California State University (CSU) Admission**

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	36.8%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	24.8%

# 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

## California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.8%	28.1%	18.8%
7	11.1%	29.6%	33.3%
9	22.6%	27.4%	25.8%

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: 1/15/2019

## C. Engagement

# State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2018—19)

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

Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home.

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

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

# State Priority: Pupil Engagement

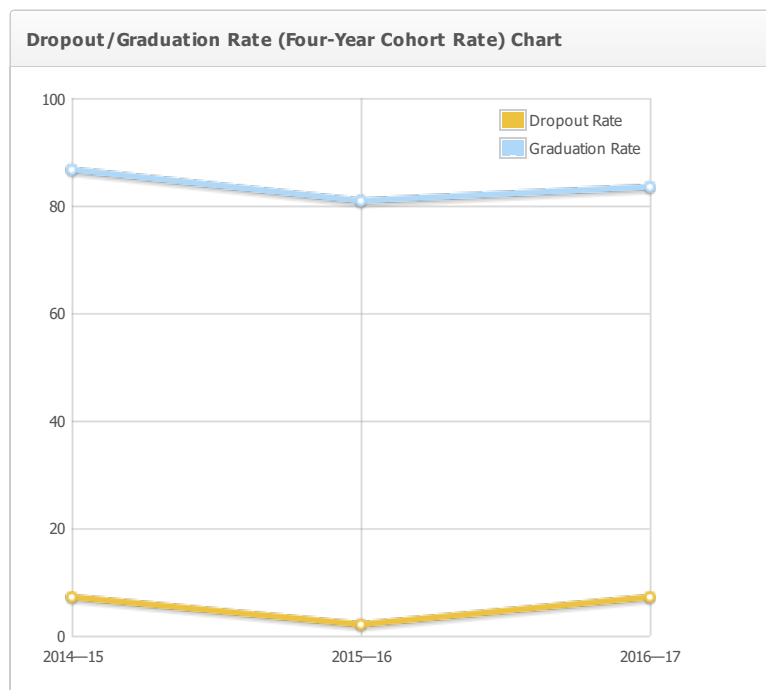
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	7.2%	2.1%	3.5%	3.3%	10.7%	9.7%
Graduation Rate	86.7%	80.9%	0.0%	0.0%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	7.2%	3.7%	9.1%
Graduation Rate	83.5%	0.0%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/15/2019



## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	100.0%	81.9%	88.7%
Black or African American	100.0%	78.4%	82.2%
American Indian or Alaska Native	33.3%	73.1%	82.8%
Asian	100.0%	87.1%	94.9%
Filipino	100.0%	89.2%	93.5%
Hispanic or Latino	100.0%	77.9%	86.5%
Native Hawaiian or Pacific Islander	0.0%	82.8%	88.6%
White	100.0%	87.2%	92.1%
Two or More Races	100.0%	84.4%	91.2%
Socioeconomically Disadvantaged	100.0%	80.4%	88.6%
English Learners	0.0%	38.8%	56.7%
Students with Disabilities	100.0%	51.6%	67.1%
Foster Youth	0.0%	66.7%	74.1%

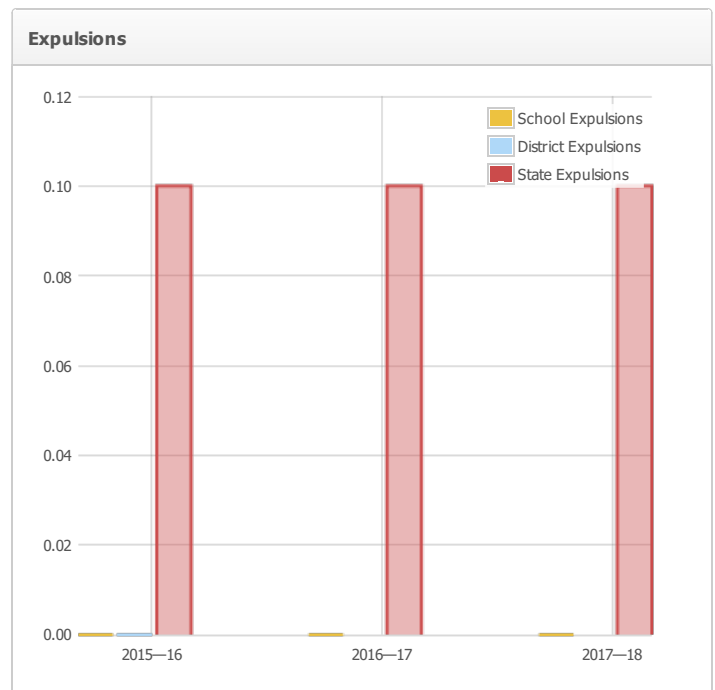
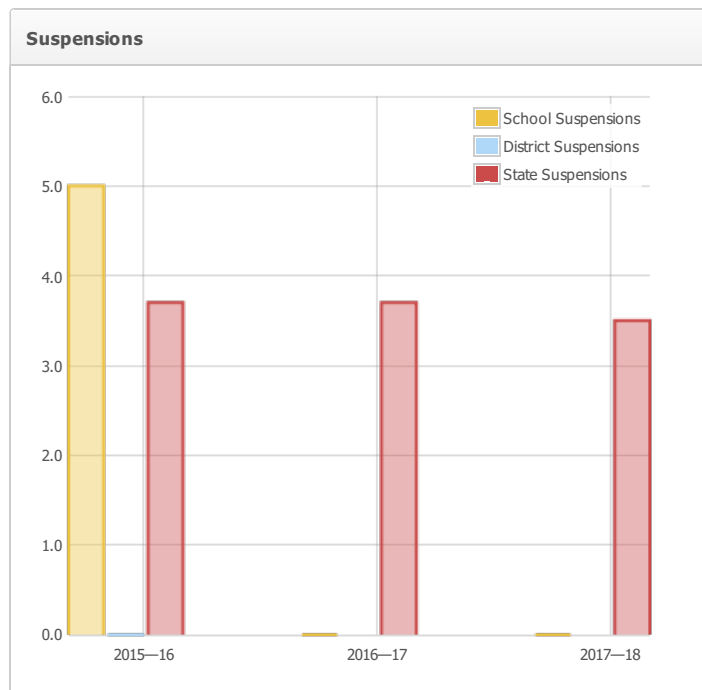
# State Priority: School Climate

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	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	5.0%	0.0%	0.0%	--	--	--	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/15/2019

## School Safety Plan (School Year 2018—19)

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

Last updated: 1/18/2019

## 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	4.0		0	0
1	4.0		0	0
2	5.0		0	0
3	6.0		0	0
4	5.0		0	0
5	7.0		0	0
6	7.0		0	0
Other**	0.0		0	0

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K			0	0
1			0	0
2			0	0
3			0	0
4			0	0
5			0	0
6			0	0
Other**			0	0

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K			0	0
1			0	0
2			0	0
3			0	0
4			0	0
5			0	0
6			0	0
Other**			0	0

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

\*\* "Other" category is for multi-grade level classes.

Last updated: 1/23/2019

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	5.0	80	0	0
Mathematics	7.0	37	0	0
Science	7.0	42	3	0
Social Science	4.0	78	0	0

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	3.0	120	2	0
Mathematics	4.0	96	2	0
Science	3.0	97	3	0
Social Science	3.0	122	1	0

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	3.0	125	1	0
Mathematics	4.0	107	1	0
Science	4.0	82	4	0
Social Science	3.0	125	1	0

\* 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: 1/15/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	1.0	400.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non-teaching)	5.0	N/A
Other	0.0	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: 1/15/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$9025.7	\$1866.5	\$7159.2	\$63530.2
District	N/A	N/A	--	\$80798.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/17/2019*

## Types of Services Funded (Fiscal Year 2017—18)

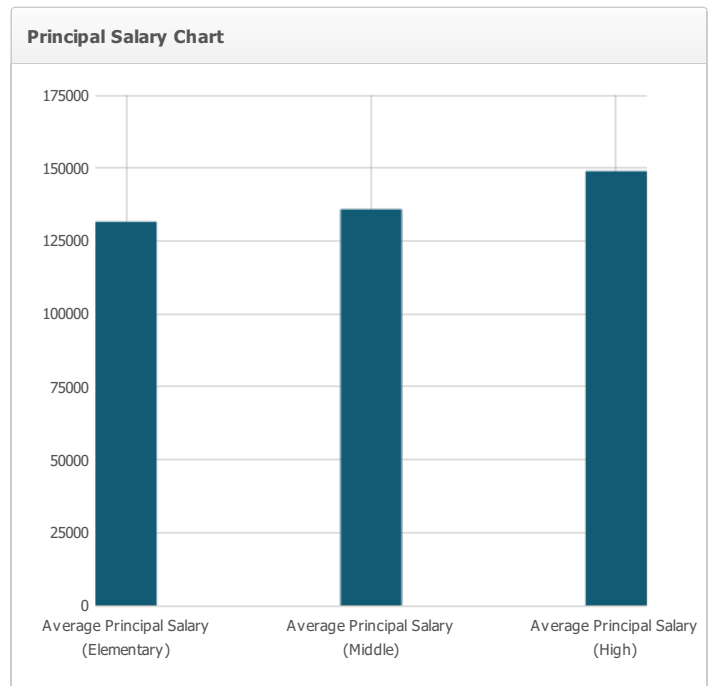
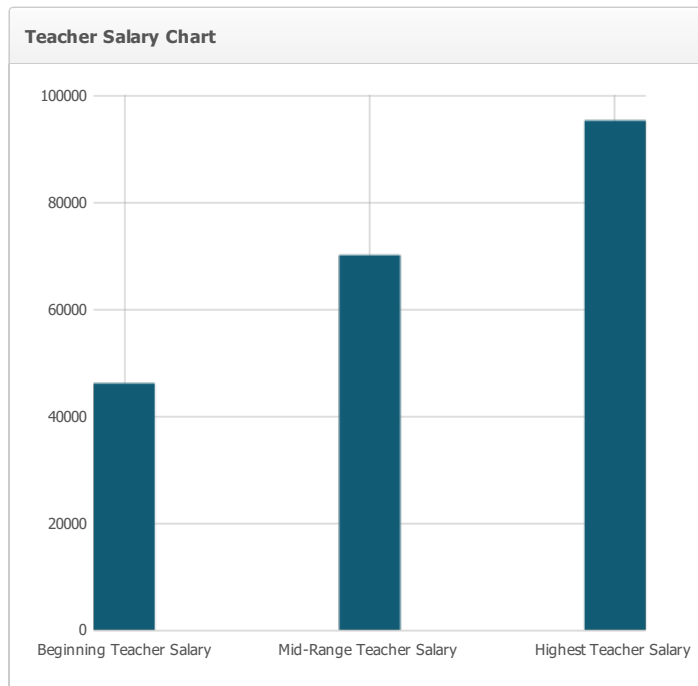
As a 501c3 non-profit corporation, The Learning Choice Academy is a fully functioning independent direct-funded public charter school. All services are supported through the school's general budget, which includes charter school block funding. We supply all services necessary for students including,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

Last updated: 1/15/2019

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,124	\$47,903
Mid-Range Teacher Salary	\$70,086	\$74,481
Highest Teacher Salary	\$95,262	\$98,269
Average Principal Salary (Elementary)	\$131,580	\$123,495
Average Principal Salary (Middle)	\$135,867	\$129,482
Average Principal Salary (High)	\$148,932	\$142,414
Superintendent Salary	\$275,000	\$271,429
Percent of Budget for Teacher Salaries	36.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/15/2019

**Advanced Placement (AP) Courses (School Year 2017—18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

\*Where there are student course enrollments of at least one student.

*Last updated: 1/15/2019*

**Professional Development**

Teachers and staff build teaching skills and concepts through participation in conferences, workshops, and grade level collaboration throughout the year. For the past three years, TLC has offered countless professional development opportunities where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Teachers also have the opportunity to participate in multi-day professional development throughout the school year. Some topics for staff development for the last three years included:

- Professional Learning Communities (PLCs)
- Common Core Implementation
- Instruction strategies to Maximize Student Learning
- Direct Instruction- English Language Learners Common Core Focus
- Developmental English Proficiency
- English Language Development
- Bullying Prevention
- Mathematics Strategies
- Smarter Balanced Assessment
- Leadership
- LCFF/LCAP
- WASC
- Career Technology

