Arroyo Vista Charter School

2491 School House Rd. • Chula Vista, CA 91915 • (619) 656-9676 • Grades K-8
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Chula Vista Elementary School District
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Assistant Superintendent, Human Resources Services and Support

Oscar Esquivel
Deputy Superintendent, Business Services and Support

Matthew Tessier, Ed.D.
Assistant Superintendent, Innovation and Instruction Services and Support

School Description

Arroyo Vista Charter School (AVCS) opened in July 1999 serving a K-6 population. Arroyo Vista is one of 45 elementary schools and 2 independent charters in the Chula Vista Elementary School District. There are seven permanent pods and 12 and a half relocatable classrooms on the Arroyo Vista campus. Arroyo Vista serves students from Transitional Kindergarten through eighth grade.

Arroyo Vista's K-6 Spanish-English Dual Language Immersion Program was designed as a 90/10 Dual Immersion Model. This model was selected to provide students with optimal opportunities to become bilingual and biliterate. A lottery process is used to select students for the program and half of the students are English Only and half are bilingual Spanish/English. The bilingual students serve as role models in Spanish.

Beginning in July 2011, Arroyo Vista expanded to include a Middle School. Students hailing from 22 different elementary sites enroll in Arroyo Vista's middle school each year. These students scored exceptionally well on the CAASPP assessment. In 2017 96% of seventh graders either met or exceeded in English Language Arts and 89% either met or exceeded in Math. In Eighth grade 88% either met or exceeded in ELA and 85% either met or exceeded in Math. Middle school students have a choice of varied electives, such as, Archery, Kitchen Science, Photography, Robotics, Yearbook and Sign Language.

Our school-wide goal for the year 2017/18 is to implement Common Core State Standards (CCSS) across all areas of the curriculum with a special emphasis on Math and to ensure that assessment practices match the Smarter Balance Assessment. Professional development for staff this year placed emphasis on Technology in the classroom, Mathematical Practices and closing the achievement gap for English Learners, Students with Disabilities and Socio-economically Disadvantaged Students. The CAASPP Assessment was administered in spring of 2017 to students in grades third through sixth. These students did exceedingly well. In grades 3 through 6, 75% either met or exceeded in ELA and 65% either met or exceeded in Math.

Local Measures Assessment was given to Kindergarten through second grade students at the end of the school year. In kindergarten, 66% met in Reading; 67% met in Writing and 96% met in Math. In First grade 84% met in Reading; 67% met in Writing and 85% met in Math. In second grade, 89% met in writing and 87% met in Math. Reading has a different assessment.

Mission

Arroyo Vista Charter School is a central component in the EastLake community where it is located. The goal of staff and parents is to create lifelong learners and to have ALL students acquire the necessary skills to make them college and career ready for the twenty-first century. Our motto, Together Everyone Achieves More (T.E.A.M.), reflects our approach to learning. Staff, students, parents and community work diligently to establish a foundation of collaboration, cooperation and collegiality within which high expectations are established to promote student success. AVCS' staff, students and parents believe in encouraging mutual respect, the sharing of knowledge and expertise and in developing an appreciation for life experiences. Diversity is embraced and celebrated throughout our community of learners. With the "whole child" as our focus, the AVCS T.E.A.M. is committed to ensuring that every student participates to the fullest extent possible to achieve educational and social success.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	128
Grade 1	115
Grade 2	95
Grade 3	109
Grade 4	97
Grade 5	124
Grade 6	130
Grade 7	108
Grade 8	79
Total Enrollment	985

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.0
Asian	3.8
Filipino	11.0
Hispanic or Latino	54.4
Native Hawaiian or Pacific Islander	0.3
White	22.1
Socioeconomically Disadvantaged	17.2
English Learners	14.1
Students with Disabilities	6.3
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			
Arroyo Vista Charter School	16-17	17-18	18-19
With Full Credential	36	43	37
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	NA	0	
Chula Vista Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Arroyo Vista Charter School	16-17	17-18	18-19
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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.

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

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

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

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

Textbooks and Instructional Materials Year and month in which data were collected: August 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Benchmark Education K-6 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Houghton Mifflin Go Math K-5 ; College Preparatory Mathematics 6 through 8th **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Harcourt-Brace Science series for Kindergarten to Fifth Grade English and Spanish and Holt Science for Sixth Grade, English and Spanish, adopted in 2000-01; Glencoe 7th and 8th grades. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish) Adopted Spring 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	McGraw Hill Education 7th and 8th; Asi Se Dice! **Percent of students lacking their own assigned textbook:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

AVCS is in its eighteenth year of existence and is well maintained. The initial classroom space at AVCS was adequate to support the school's enrollment when it opened. Playground space accommodated both primary and upper grade recess schedules. When the middle school was added, a basketball/volleyball court was created for middle school students to participate in after school sports activities. Four new classrooms were added to the middle school the previous year to accommodate the addition of eighth grade. It is anticipated that a new relocatable will be placed on the campus during the 2016/17 school year to accommodate the burgeoning population.

The District maintained a planned program, which ensured routine maintenance functions were performed on a scheduled basis and that the custodial staff performed basic cleaning operations daily and maintained a graffiti-free site.

An after-school DASH program was in place and coaches orchestrated games, activities and special events that kept students actively engaged in a supervised, safe environment. This program was provided through a partnership between the Chula Vista Elementary School District and the YMCA. There was also a YMCA program for after school childcare.

Visitors were required to check-in at the school office using the Raptor system when entering the campus and visitor badges were issued to ensure security. The school is completely enclosed with security fencing. Classroom doors and front doors of the Media Center and Multi-purpose room remained locked throughout the day per recommendation of the Chula Vista Police Department.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/9/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	200 Bldg RR: Dirty floor, door and lights; stained toilet seat 500 boys RR: holes in partition…door vent rusty and dusty; mirrors have stains 900 girls RR: holes in FRP paneling…top edge of cove base needs caulking Admin men's RR: Missing tile pieces on wall; toilet needs caulking; stained mirrors; dirty vents; dirty door Admin office: carpet stains; Admin reception: carpet stains; dusty windows seals; small chips on counter CR 202: sink needs caulking…rubber seal on upper window coming off…carpet stained; cracked ceiling tiles; door doesn't shut properly, sink cabinet formica is cracked CR 204: Carpet stains; sink needs caulking CR 302: file cabinet not secured; stains on rug; loose sink cabinet; ceiling tile cracks CR 304: carpet stained; loose sink cabinet; chipped counter; chipped teacher desk CR 401: holes in countertop; ceiling stains; light out CR 402: carpet stained; door peeling, hallway wall ripped; sink needs caulking; white board doors hard to open CR 404: carpet stained; light out; window seals dirty, vent dirty CR 501: sink back splash needs caulking…door rubs on floor..RR paint chipped on wall; cracked tile on bathroom floor CR 502: sink countertop laminate chipped; stained rug; dirty floor; dirty walls in hallway CR 503: ceiling tile stained…holes in sink top…RR walls paint peeling from being taped; dirty vent in restroom

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 11/9/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		CR 504: file cabinetnot secured…sink needs caulking…rest room tarrazo cracked and toilet base floor stained(maybe toilet leaking?)…; door peeling
		CR 505: sink top needs caulking; sink door needs adjustment; light out; stains around toilet
		CR 601: sink and back splash need caulking; white board doors hard to open
		CR 602: sink needs caulking; sink formica missing a piece
		CR 603: sink and back splash need caulking…GFCI does not work; stain on rug, blind handle is broken
		CR 605: sink needs caulking; white board doors hard to open
		CR 703: Cracked ceiling tile; stained ceiling tiles, small counter top cracks
		CR 705: sink needs caulking; door doesn't shut all the way
		CR 801: Chipped and stained ceiling tiles; small stains on rug
		CR 802: ceiling tile stained; carpet stains, sink water pressure too high, electrical box cover
		CR 803: Sink water pressure too low; holes in ceiling tiles
		CR 804: file cabinet not secured;cabinet doors are loose.
		CR 901: door hinge sqweeks; cobwebs; dusty shelves; scratched ceiling tiles
		CR 903: ceiling tile stained…refrigerator; floor stain; cobwebs under sink
		CR 904: Rain gutter damage; door hinge bent
		CR 905: stucco chipped/broken off; sink doors need adjustment; dusty window seals
		Health office: Chipped ceiling vent; scratched door frame
		Kitchen: rear door fly fan (blower) cover dusty/dirty…door jambs scratched; dirty walls
		Library: Stained ceiling tiles; carpet stain; bookcase not mounted
		Media Center Boys RR: stall #1 toilet seat is stained…upper walls paint chipped; stains on urinals and mirror
		Media Center Girl's RR: sink needs caulking; dirty vent
		Media Center womens RR: Mirror stains; dirty door; loose toilet seat; toilet needs caulking; door needs caulking
		MP boys RR: stall #1: toilet seat stained…upper walls paint is chipped
		Multiple purpose custodian: Dirty walls; blacked stairway access, dirty vent
		Principal: book cases not secured; sagging ceiling tile

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/9/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
		stage: right side hand rail loose…back stage walls damaged…hand rails scratched
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Conference: Dusty windows CR 901: door hinge sqweeks; cobwebs; dusty shelves; scratched ceiling tiles Staff lounge: carpet stains/spotting…pilar damage; hallway door missing door handle
Electrical: Electrical	Good	900 Bldg RR: staff RR: top edge of cove base needs caulking..staff RR lights stay on…trash behind 901-903; peeling door paint; light full of bugs Admin electrical: ELECTRICAL PANELS BLOCKED Conference: Dusty windows CR 401: holes in countertop; ceiling stains; light out CR 404: carpet stained; light out; window seals dirty, vent dirty CR 505: sink top needs caulking; sink door needs adjustment; light out; stains around toilet CR 603: sink and back splash need caulking…GFCI does not work; stain on rug, blind handle is broken CR 802: ceiling tile stained; carpet stains, sink water pressure too high, electrical box cover CR 803: Sink water pressure too low; holes in ceiling tiles CR 903: ceiling tile stained…refrigerator; floor stain; cobwebs under sink
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	900 boys RR: sink needs caulking top edge of cove base needs caulk CR 202: sink needs caulking…rubber seal on upper window coming off…carpet stained; cracked ceiling tiles; door doesn't shut properly, sink cabinet formica is cracked CR 203: sink needs caulking…stucco wall dirty…carpet stained CR 205: sink needs caulking; sink low pressure CR 305: Sink water pressure too high CR 405: Sink water pressure too high CR 505: sink top needs caulking; sink door needs adjustment; light out; stains around toilet CR 601: sink and back splash need caulking; white board doors hard to open CR 604: sink needs caulking; sink water pressure is too low CR 605: sink needs caulking; white board doors hard to open

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/9/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
		CR 704: sink rusty and dirty…carpet stained…file cabinet not secured CR 902: ceiling tile stained…drinking fountain knob missing; ripped tackboard; spiders under sink; rug stains; sagging ceiling tiles Media Center Girl's RR: sink needs caulking; dirty vent resource rm (by MPR): file cabinet and book cases not secured…sink drains slow; rug stains
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	General Areas: breezeways by 204, 303, 603, 703, 704 front of school: paint peeling..front fence facing main parking lot paint peeling Kinder play toy: wood chips low at slides; cobwebs, chipped paint MPR: stage: door jambs scratched…lunch arbor (exterior) paint peeling Playground: wood chips low at slides
Overall Rating	**Good**	

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

	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
Subject	**School**		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
ELA	79.0	85.0	62.0	65.0	48.0	50.0
Math	70.0	73.0	49.0	51.0	37.0	38.0

2017-18 CAASPP Results for All Students

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.

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
Subject	**School**		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
Science	N/A	N/A	N/A	N/A	N/A	N/A

CAASPP Test Results in Science for All Students

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

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

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	639	628	98.28	85.03
Male	340	331	97.35	81.27
Female	299	297	99.33	89.23
Black or African American	18	18	100.00	72.22
Asian	22	22	100.00	90.91
Filipino	71	71	100.00	94.37
Hispanic or Latino	368	360	97.83	81.94
Native Hawaiian or Pacific Islander	--	--	--	--
White	126	123	97.62	88.62
Two or More Races	30	30	100.00	86.67
Socioeconomically Disadvantaged	131	130	99.24	74.62
English Learners	140	135	96.43	78.52
Students with Disabilities	55	53	96.36	47.17
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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	639	629	98.44	73.13
Male	340	333	97.94	75.38
Female	299	296	99	70.61
Black or African American	18	18	100	66.67
Asian	22	22	100	81.82
Filipino	71	71	100	85.92
Hispanic or Latino	368	362	98.37	67.4
Native Hawaiian or Pacific Islander	--	--	--	--
White	126	122	96.83	81.15
Two or More Races	30	30	100	76.67
Socioeconomically Disadvantaged	131	130	99.24	60
English Learners	140	137	97.86	61.31
Students with Disabilities	56	53	94.64	37.74
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.

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)
Contact person: Principal Juan C. Ricoy
Contact Person Phone Number: (619) 656-9676

Research shows a high correlation between parental involvement and effective schools. AVCS encourages parents to become active in our learning community. Parents volunteer in classrooms and orchestrate and implement special events, such as, the Spring Festival, Father/Daughter and Mother/Son dances, Ice Cream Socials and the Back to School Picnic. In addition they also serve on the T.E.A.M. Council, our governing board; are invited to serve on our school committees, which include Curriculum, Instruction and Assessment, Technology and Partnerships, and to participate in our English Language Acquisition Committee (ELAC). AVCS' ELAC meets regularly to facilitate communication among parents, not only within our school, but also within the larger community. AVCS has the highest PTA membership in the school district with over 500 members.

Parents were instrumental in the addition to our school of a full day kindergarten, the Dual Immersion program and development of our middle school. Parents' voices were heard through surveys and responses during conference periods. They were encouraged to be involved in their children's education by reading to or with them nightly, by participating in home projects and by reviewing math concepts and facts with them. Parents also played a major role in monitoring homework by checking their children's planners and by ensuring that their children had a specified time and appropriate place to complete their assignments. Parent voice through surveys and forums are an integral part of the LCAP plan.

Parents provided support to our GATE students by working with teacher advisors weekly during Inquiring Minds, a before-school program for GATE students from 4th through 8th grades.. Parents attended training on Cyberbullying and Common Core Math State Standards.

State Priority: School Climate

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

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

School Safety Plan

Arroyo Vista Charter School seeks to enhance school safety through a variety of strategies that focus on the people and the programs of our school. Arroyo Vista Charter School's Safe School Committee monitors and measures progress towards annual goals that evolve from staff, student and parent input. There are two major components within our plan, Creating a Positive School Climate and the Physical Environment. Within these components all areas that impacted the safety of students and staff are addressed. Some of these include: Character and Citizenship Development, Restorative Practices, Student Aspiration Surveys, Youth Mental Health First Aid and Monitoring of Attendance. Safe Egress/Ingress from parking areas and Security Procedures. We continue our implementation of the 'Be Kind' program that was started at Arroyo Vista in 2012. Our plan also includes Emergency and Shelter In Place Drills and Lock Down procedures. Our school's code of mutual respect, no put-downs and responsible decision-making is used to measure student progress in the areas of diversity and safety. Progress was reflected by a reduced number of racial, physical and verbal conflicts as evidenced by fewer referrals to the site administrators. Arroyo Vista's School Safety Plan was reviewed, discussed with staff and updated in September, 2017. It was approved by TEAM Council, the charter's governing board on October 16, 2018.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	0.0	0.1	0.0
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	0.6	0.6	0.7
Expulsions Rate	0.0	0.0	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	2
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	22	23	18	1		4	5	7	3			
1	21	23	23	2			2	4	5			
2	21	22	24	1			4	4	4			
3	22	23	22	1			4	5	5			
4	26	28	24				5	4	4			
5	28	27	25				5	5	5			
6	27	29	26				5	5	5			

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

Professional Development provided for Teachers

For the past three years, school-wide data from standardized assessments, classroom assessments and local measures were used to design and implement targeted, school-wide professional development for teachers, instructional assistants and other employees. AVCS has committed to providing systemic professional development. Most training is done on-site by consultants, staff and administrators so that a common understanding is developed among all staff. The areas of professional development reflect the school's instructional foci of the implementation of the Common Core State Standards, Reading Comprehension and Conceptual Math understanding. It is designed to ensure best instructional practices in every classroom. Teachers participate in weekly professional development focused in the aforementioned areas. The Gradual Release of Responsibility model is used as a vehicle to deliver instruction. Beginning in 2016/17, Arroyo Vista's professional Development also focused on Social/Emotional Development of students. Staff was trained in Restorative Practices and Student Aspirations to foster community and connectedness with students.

Every teacher has his/her CLAD certification or equivalent and eight teachers have BCLAD certification. Professional development in implementing the Common Core State Standards, writing, developing conceptual understanding in Math and in utilizing the Close Reading strategy to deepen meaning began in the 2012/2013 school year and continues to be provided during staff meetings, collaboration sessions and professional development days. An academic coach to support the implementation of Common Core State Standards was added to the staff in March, 2013. Professional development was also provided in the three text types of writing and Integrated, Designated English Language Development and Visible Learning.

The Instructional Leadership Team participated in a cohort with six other schools and received training in the areas of Close Reading, Conceptual Mathematics, ELD and Common core State Standards, Technology and Social Emotional well being.They, in turn, presented the same training to the entire Arroyo Vista staff during non student days and weekly staff meetings. Their most recent trainings were on Designated and Integrated ELD, the Three Reads Strategy for Math and Visible Learning. Training on California Assessment of Student Performance and Progress assessment was provided to all teachers.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,472	$50,084
Mid-Range Teacher Salary	$74,639	$80,256
Highest Teacher Salary	$99,421	$100,154
Average Principal Salary (ES)	$131,180	$125,899
Average Principal Salary (MS)	$0	$130,255
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$292,319	$222,447
Percent of District Budget		
Teacher Salaries	37.0	37.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$7,504.91	$482.21	$7,022.70	$81,250.00
District	◆	◆	$166,094,33	$77,385
State	◆	◆	$11,548	$80,910
Percent Difference: School Site/District			-200.0	11.8
Percent Difference: School Site/ State			6.6	3.6

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

AVCS utilizes its Title I and LCAP funding to hire six part-time teachers to work with our Title I students. One teacher works with small groups of not more than four students in every first grade classroom four days a week. Another provides the same services to students in the second grade classrooms. A third works 4 days a week in every third grade class; the 4th works 4 days a week in every 4th grade class. The last two work in every 5th and 6th grade classroom 4 days a week to provide additional services. This program enables our students that qualify for Title I support to meet twice daily in small groups in the area of English Language Arts. Each day, these students meet once with the classroom teacher and once with the Title I teacher in small groups. Students receiving this extra support showed academic growth on Local Measures. GATE students in grades 4th through 8th are given the opportunity to meet one day a week before school for one hour to participate in the Inquiring Minds program. Teachers facilitate these groups and engage both students and their parents in thought provoking activities and projects.

Students that scored below basic and far below basic on the CAASPP were given the opportunity to participate in our before school Extended Day program. These classes were taught by highly qualified teachers and were limited to between 7 and 9 students each. The results indicated that participating students improved their scores on the CAASPP in ELA. Students in kindergarten, first and second grade that did not demonstrate proficiency on the Local Measures assessment received extra support through the Jump Start program that was offered three days a week before school for 12 weeks.

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.