Arroyo Vista Charter School

2491 School House Rd • Chula Vista, CA 91915 • (619) 656-9676 • Grades K-8
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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Chula Vista Elementary School District
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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 49 schools in the Chula Vista Elementary School District that include 3 independent charters and 5 dependent charters. 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 Dual Language Immersion Program was designed as a two way 90/10 Dual Immersion Model (Spanish/English). This model was selected to provide students with optimal opportunities to become bilingual and biliterate. When there are more interested families than spaces available, a lottery process is used to select students for this program.

Beginning in July 2011, Arroyo Vista expanded to include a Middle School. Students from the greater Chula Vista area enroll in Arroyo Vista's middle school each year. These students score well on the CAASPP assessment. In 2019 89% of seventh graders either met or exceeded in English Language Arts and 74% either met or exceeded in Math. In Eighth grade 88% either met or exceeded in ELA and 74% either met or exceeded in Math. While Spanish is a core class for all middle school students, they also have a choice of varied electives, such as, Debate, Zumba, Ukulele, Kitchen Science, Robotics, and Yearbook.

Our school-wide goal for the year 2020/2021 is to provide the best delivery of instruction across all areas of the curriculum with a special emphasis on addressing student needs in distance learning. We are also working on developing hybrid and home-based learning opportunities while still providing support for distance learning .

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	142
Grade 1	112
Grade 2	86
Grade 3	113
Grade 4	102
Grade 5	112
Grade 6	99
Grade 7	85
Grade 8	85
Total Enrollment	936

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.1
Asian	4
Filipino	12.7
Hispanic or Latino	54.8
White	19.3
Two or More Races	6.3
Socioeconomically Disadvantaged	18.8
English Learners	14.5
Students with Disabilities	7.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Arroyo Vista Charter	18-19	19-20	20-21
With Full Credential	37	35	42
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence			0

Teacher Credentials for Chula Vista Elementary	18-19	19-20	20-21
With Full Credential	♦	♦	1230
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Arroyo Vista Charter School

Indicator	18-19	19-20	20-21
Teachers of English Learners			0
Total Teacher Misassignments*			0
Vacant Teacher Positions			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 2020-21)

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: September 2020

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	Que Chevere (Spanish) 7th and 8th - Carnegie Learning Adopted Fall 2020 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

AVCS was constructed 20 years ago 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. Additional courts have been added to provide adequate space to provide a comprehensive physical education program for the Middle School students on a daily basis. In the summer of 2020, sod was placed in about 60% of the field. Currently, a new entrance to the office is being built along with a shade structure in the lunch arbor. ADA access from the front parking lot was also updated.

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 provides orchestrated games, activities and special events that keep students actively engaged in a supervised, safe environment after dismissal. This program is provided through a partnership between the Chula Vista Elementary School District and the YMCA. There is also a YMCA program for after school childcare.

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 10/8/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	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, and dirty vents. CR 304: Loose sink cabinet; chipped counter. CR 402: Door peeling, hallway wall ripped; sink needs caulking; white board doors hard to open, door shuts hard. CR 501: sink back splash needs caulking…door rubs on floor..RR paint chipped on wall; cracked tile on bathroom floor CR 503: ceiling tile stained…holes in sink top…RR walls paint peeling from being taped; dirty vent in restroom CR 603: Sink and back splash need caulking. GFCI does not work. Blind handle is broken. CR 703: Cracked ceiling tile. Stained ceiling tiles. CR 904: Rain gutter damaged, door hinge bent, and sink handle leaks. CR 906: Ceiling tile missing. Blinds missing. stage: back stage walls damaged…hand rails scratched
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	CR 901: Cobwebs, and scratched/stained ceiling tiles. CR 902: ceiling tile stained, ripped tackboard; spiders under sink; rug stains; sagging ceiling tiles
Electrical: Electrical	Good	CR 505: Sink top needs caulking. Light out. Stains around toilet. CR 602: Sink needs caulking. Outlet needs to be tightened. CR 603: Sink and back splash need caulking. GFCI does not work. Blind handle is broken. CR 701: Lights out. CR 702: Sink needs caulking. Lights out. CR 705: Sink needs caulking. Whiteboard outlets loose.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	900 boys RR: sink needs caulking top edge of cove base needs caulk Admin men's RR: Missing tile pieces on wall, toilet needs caulking, stained mirrors, and dirty vents. CR 203: Sink needs caulking, stucco wall dirty, carpet stained. CR 402: Door peeling, hallway wall ripped; sink needs caulking; white board doors hard to open, door shuts hard. CR 503: ceiling tile stained…holes in sink top…RR walls paint peeling from being taped; dirty vent in restroom CR 505: Sink top needs caulking. Light out. Stains around toilet. CR 604: Sink needs caulking. Faucet water pressure is too low. CR 705: Sink needs caulking. Whiteboard outlets loose. CR 904: Rain gutter damaged, door hinge bent, and sink handle leaks. Media Center Girl's RR: Sink needs caulking 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	CR 401: Holes in countertop; ceiling stains. CR 902: ceiling tile stained, ripped tackboard; spiders under sink; rug stains; sagging ceiling tiles CR 907: Stained ceiling tile/cracked.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	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 302: File cabinet not secured, and ceiling tile stain. Door between 305-302 mechanisim broken. CR 402: Door peeling, hallway wall ripped; sink needs caulking; white board doors hard to open, door shuts hard. CR 601: Sink and back splash need caulking. White board doors hard to open. Kinder play toy: wood chips low at slides; chipped paint Kitchen: Metel weather stripping peeling off 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.

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	84	N/A	64	N/A	50	N/A
Math	70	N/A	51	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	60	N/A	37	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)
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, orchestrate, and implement special events, such as, Back-To-School Picnic, Sweetheart dances, Spring Festival and Art Show/Ice Cream Social. Parents also serve on the T.E.A.M. Council, our governing board; are invited to serve on our school committees, which include English Language Acquisition Committee (ELAC) and the Safe School Committee. AVCS' ELAC meets regularly to facilitate communication among parents, not only within our school, but also within the larger community. AVCS consistently has high parent participation..

Parents continue to provide support to our GATE students by working with teacher advisors during Inquiring Minds, a before-school program for GATE students for upper grades.. Parents have been offered trainings on Social Emotional Learning and other topics to help their children. Parent/Guardian voice is an integral part of our LCAP process. Parents/Guardians have an opportunity to provide input through surveys and by attending community forums.

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 (School Year 2020-2021)
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 impact 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, 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 monthly safety drill procedures. In response to increased safety-needs during the Covid-19 pandemic, additional safety measures were adopted based on the four-pillars of student safety; physical distancing, hygiene and disinfecting, health screening and monitoring and the use of personal protective equipment. Arroyo Vista's School Safety Plan was reviewed, discussed with staff and updated in January, 2021. The Comprehensive Safe School Plan was approved by TEAM Council, the charter's governing board in January, 2021.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.5	0.7	0.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	0.6	2.5
Expulsions	0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.3
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.8

*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 Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	18	4	3		23	1	6		20	3	4	
1	23		5		17	2	3		22		5	
2	24		4		20	4	1		17	3	2	
3	22		5		22	1	4		23		5	
4	24		4		27		4		26		4	
5	25		5		25		4		28		4	
6	26		5		25		5		25		4	
Other**												

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			5

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 systematic 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. Arroyo Vista's Professional Development also focused on Social/Emotional Development of students in line with our Positive Behavior Support Systems (PBIS). Staff has been 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. During the 2019/2020 school year, the academic focus for training was in the area of writing.

The Instructional Leadership Team participated in a cohort with six other schools and received training in the areas of High Impact Language Strategies, Visible Learning, Conceptual Mathematics, and Social Emotional Learning. They, in turn, presented a similar training to the Arroyo Vista staff during Professional Development days and weekly staff meetings.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,655	$51,004
Mid-Range Teacher Salary	$77,932	$82,919
Highest Teacher Salary	$103,806	$104,604
Average Principal Salary (ES)	$137,324	$131,277
Average Principal Salary (MS)		$136,163
Average Principal Salary (HS)		$128,660
Superintendent Salary	$308,616	$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
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 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	9,456	886	8,570	96,065
District	N/A	N/A	57,444,858	$81,733
State	N/A	N/A	$7,750	$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-199.9	16.1
School Site/ State	10.0	13.2

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

Types of Services Funded

AVCS utilizes its Title I and LCAP funding to hire instructional assistants to work with Title I students. 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 staff in small groups. Students receiving this extra support showed academic growth on Local Measures and CAASPP assessments. GATE students in upper grades 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. Based on student data, we offer grade-level academic support groups during the third quarter.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

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