Arroyo Vista Charter School

2491 School House Rd. • Chula Vista, CA 91915 • (619) 656-9676 • Grades K-8
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Chula Vista Elementary School District
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District Governing Board

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Jeffrey Thiel, Ed.D.
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 46 elementary schools and 3 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	158
Grade 1	85
Grade 2	112
Grade 3	97
Grade 4	109
Grade 5	98
Grade 6	123
Grade 7	92
Grade 8	96
Total Enrollment	970

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.8
Asian	3.6
Filipino	11.3
Hispanic or Latino	55.3
Native Hawaiian or Pacific Islander	0.3
White	20.9
Two or More Races	5.6
Socioeconomically Disadvantaged	17.4
English Learners	15.8
Students with Disabilities	7.4
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 for Arroyo Vista Charter	17-18	18-19	19-20
With Full Credential	43	37	35
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0		

Teacher Credentials for Chula Vista Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	1261
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Arroyo Vista Charter School

Indicator	17-18	18-19	19-20
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 2019-20)
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

School Facility Conditions and Planned Improvements (Most Recent Year)
AVCS is in its nineteenth 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. 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.

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)
Year and month in which data were collected: 10/28/2019

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 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 304: Loose sink cabinet; chipped counter. CR 402: Door peeling, hallway wall ripped; sink needs caulking; white board doors hard to open. Drinking faucet sticks, 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 505: Sink top needs caulking. Light out. Stains around toilet. CR 603: Sink and back splash need caulking. GFCI does not work. Blind handle is broken. CR 605: Sink needs caulking. Center whiteboard outlet needs securing. CR 703: Cracked ceiling tile. Stained ceiling tiles. CR 801: Chipped and stained ceiling tiles; small stains on rug CR 803: Fountain water pressure too low. Holes in ceiling tiles. CR 805: Ceiling tile stained. Loose cove base. Storage cabinets not secured. Cobwebs CR 904: Rain gutter damaged, door hinge bent, and sink handle leaks. CR 906: Ceiling tile missing. Blinds missing. Library: Stained ceiling tiles; carpet stain; bookcase not mounted Media Center Boys RR: Upper walls paint chipped; stained mirror. stage: right side hand rail loose…back stage walls damaged…hand rails scratched
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	CR 901: Cobwebs, and scratched/stained ceiling tiles.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		CR 902: ceiling tile stained…drinking fountain knob missing; ripped tackboard; spiders under sink; rug stains; sagging ceiling tiles Staff lounge: pilar damaged.
Electrical: Electrical	Good	Admin electrical: Electric panels blocked. 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 702: Sink needs caulking. Lights out. CR 705: Sink needs caulking. Whiteboard outlets loose. Media Center Girl's RR: Sink needs caulking, and lights out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	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 204: Carpet stains; sink needs caulking CR 304: Loose sink cabinet; chipped counter. CR 402: Door peeling, hallway wall ripped; sink needs caulking; white board doors hard to open. Drinking faucet sticks, door shuts hard. CR 405: Sink water pressure too high CR 504: File cabinet not secure. Sink needs caulking. Rest room tarrazo cracked and toilet base floor stained(maybe toilet leaking?) Door peeling. Counter tops cracked CR 505: Sink top needs caulking. Light out. Stains around toilet. CR 602: Sink needs caulking. Outlet needs to be tightened. CR 604: Sink needs caulking. Faucet water pressure is too low. CR 704: Drinking fountain is rusty. CR 802: Ceiling tile stained. Carpet stains. Drinking fountain iwater pressure too high. CR 803: Fountain water pressure too low. Holes in ceiling tiles. CR 902: ceiling tile stained…drinking fountain knob missing; ripped tackboard; spiders under sink; rug stains; sagging ceiling tiles CR 904: Rain gutter damaged, door hinge bent, and sink handle leaks. Media Center Girl's RR: Sink needs caulking, and lights out.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		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 resource rm (by MPR): file cabinet and book cases not secured…sink drains slow; rug stains
Safety: Fire Safety, Hazardous Materials	Good	Multiple purpose custodian: Blocked stairway access. Stage storage: Fire riser room blocked
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Kinder play toy: wood chips low at slides; chipped paint Kitchen: Metel weather stripping peeling off and dirty walls. 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	85	84	65	64	50	50
Math	73	70	51	51	38	39

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 Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	17.6	30.4	24.5
7	12.4	31.5	46.1

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

School Year 2018-19 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	613	607	99.02	83.53
Male	319	315	98.75	81.59
Female	294	292	99.32	85.62
Black or African American	19	19	100.00	63.16
Asian	19	19	100.00	89.47
Filipino	73	73	100.00	94.52
Hispanic or Latino	347	346	99.71	80.35
Native Hawaiian or Pacific Islander	--	--	--	--
White	120	115	95.83	88.70
Two or More Races	32	32	100.00	81.25
Socioeconomically Disadvantaged	126	126	100.00	76.98
English Learners	130	129	99.23	71.32
Students with Disabilities	61	58	95.08	48.28

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 2018-19 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	612	606	99.02	70.46
Male	319	315	98.75	73.33
Female	293	291	99.32	67.35
Black or African American	19	19	100.00	63.16
Asian	19	19	100.00	73.68
Filipino	73	73	100.00	84.93
Hispanic or Latino	347	346	99.71	65.90
Native Hawaiian or Pacific Islander	--	--	--	--
White	119	114	95.80	75.44
Two or More Races	32	32	100.00	71.88
Socioeconomically Disadvantaged	126	126	100.00	55.56
English Learners	130	129	99.23	58.91
Students with Disabilities	61	58	95.08	31.03

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 2019-20)
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, Back-To-School Picnic, Father/Daughter and Mother/Son 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 has one of the highest PTA membership in the school district with over 500 members.

Parents continue to provide 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 have attended training on Cyberbullying and Common Core Math State Standards. 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
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. 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, 2018. The Comprehensive Safe School Plan was approved by TEAM Council, the charter's governing board in October 2018.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.1	0.0	0.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	2.0
Other	1.0

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	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+
K	23		7		18	4	3		23	1	6	
1	23		4		23		5		17	2	3	
2	22		4		24		4		20	4	1	
3	23		5		22		5		22	1	4	
4	28		4		24		4		27		4	
5	27		5		25		5		25		4	
6	29		5		26		5		25		5	
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 provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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.

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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$50,150	$45,741
Mid-Range Teacher Salary	$75,662	$81,840
Highest Teacher Salary	$100,783	$102,065
Average Principal Salary (ES)	$134,097	$129,221
Average Principal Salary (MS)	$0	$132,874
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$299,627	$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$7,504.91	$482.21	$7,022.70	$81,250.00
District	N/A	N/A	$166,094,33	$78,751.00
State	N/A	N/A	$7,506.64	$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	11.8
School Site/ State	6.6	3.6

Note: Cells with N/A values 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 eight 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 through sixth grade classroom. Two teachers service Kindergarten classrooms. 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 and CAASPP assessments. 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 and Mathematics. 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.