

Arroyo Vista Charter School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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) 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.

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.

2021-22 School Contact Information

School Name	Arroyo Vista Charter School
Street	2491 School House Rd.
City, State, Zip	Chula Vista, CA 91915
Phone Number	(619) 656-9676
Principal	Juan C. Ricoy, Principal
Email Address	juan.ricoy@cvesd.org
School Website	
County-District-School (CDS) Code	37-68023-6116859

2021-22 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619) 425-9600
Superintendent	Oscar Esquivel, Interim Superintendent
Email Address	oscar.esquivel@cvesd.org
District Website Address	www.cvesd.org

2021-22 School Overview

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 enrichment classes, such as, Debate, Zumba, Ukulele, Kitchen Science, Robotics, and Yearbook.

Our school-wide goal for the year 2021/2022 is to provide the best delivery of instruction across all areas of the curriculum with a special emphasis on addressing student needs such as learning loss that may have occurred because of the pandemic. The curricular area of focus this year is science as the Next Generation Science Standards are being implemented.

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

2021-22 School Overview

T.E.A.M. is committed to ensuring that every student participates to the fullest extent possible to achieve educational and social success.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	122
Grade 1	112
Grade 2	113
Grade 3	89
Grade 4	109
Grade 5	107
Grade 6	118
Grade 7	88
Grade 8	86
Total Enrollment	944

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4
Male	53.6
American Indian or Alaska Native	0.2
Asian	3.6
Black or African American	2.8
Filipino	11.9
Hispanic or Latino	57
Native Hawaiian or Pacific Islander	0.1
Two or More Races	5.4
White	18.6
English Learners	12.8
Foster Youth	0.1
Socioeconomically Disadvantaged	20.6
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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.0	100.0	1227.0	88.7	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	5.1	0.4	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	31.4	2.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	14.0	1.0	12115.8	4.4
Unknown	0.0	0.0	106.0	7.7	18854.3	6.9
Total Teaching Positions	40.0	100.0	1383.7	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education K-6	Yes	0%
Mathematics	Houghton Mifflin Go Math K-5 ; College Preparatory Mathematics 6 through 8th	Yes	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.	Yes	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish) Adopted Spring 2007	Yes	0%

Foreign Language	Que Chevere (Spanish) 7th and 8th - Carnegie Learning Adopted Fall 2020	Yes	0%
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School Facility Conditions and Planned Improvements

AVCS was constructed 22 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.

Year and month of the most recent FIT report	10/8/2020
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		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.

School Facility Conditions and Planned Improvements

				<p>CR 904: Rain gutter damaged, door hinge bent, and sink handle leaks.</p> <p>CR 906: Ceiling tile missing. Blinds missing. stage: back stage walls damaged...hand rails scratched</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			<p>CR 901: Cobwebs, and scratched/stained ceiling tiles.</p> <p>CR 902: ceiling tile stained, ripped tackboard; spiders under sink; rug stains; sagging ceiling tiles</p>
Electrical	X			<p>CR 505: Sink top needs caulking. Light out. Stains around toilet.</p> <p>CR 602: Sink needs caulking. Outlet needs to be tightened.</p> <p>CR 603: Sink and back splash need caulking. GFCI does not work. Blind handle is broken.</p> <p>CR 701: Lights out.</p> <p>CR 702: Sink needs caulking. Lights out.</p> <p>CR 705: Sink needs caulking. Whiteboard outlets loose.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			<p>900 boys RR: sink needs caulking top edge of cove base needs caulk</p> <p>Admin men's RR: Missing tile pieces on wall, toilet needs caulking, stained mirrors, and dirty vents.</p> <p>CR 203: Sink needs caulking, stucco wall dirty, carpet stained.</p> <p>CR 402: Door peeling, hallway wall ripped; sink needs caulking; white board doors hard to open, door shuts hard.</p> <p>CR 503: ceiling tile stained...holes in sink top...RR walls paint peeling from being taped; dirty vent in restroom</p> <p>CR 505: Sink top needs caulking. Light out. Stains around toilet.</p> <p>CR 604: Sink needs caulking. Faucet water pressure is too low.</p> <p>CR 705: Sink needs caulking. Whiteboard outlets loose.</p> <p>CR 904: Rain gutter damaged, door hinge bent, and sink handle leaks.</p> <p>Media Center Girl's RR: Sink needs caulking resource rm (by MPR): file cabinet and book cases not secured...sink drains slow; rug stains</p>

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			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	X			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 mechanism 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: Metal weather stripping peeling off Playground: wood chips low at slides

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	600	NT	NT	NT	NT
Female	289	NT	NT	NT	NT
Male	311	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	18	NT	NT	NT	NT
Black or African American	19	NT	NT	NT	NT
Filipino	66	NT	NT	NT	NT
Hispanic or Latino	341	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	34	NT	NT	NT	NT
White	120	NT	NT	NT	NT
English Learners	54	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	103	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	600	NT	NT	NT	NT
Female	289	NT	NT	NT	NT
Male	311	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	18	NT	NT	NT	NT
Black or African American	19	NT	NT	NT	NT
Filipino	66	NT	NT	NT	NT
Hispanic or Latino	341	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	34	NT	NT	NT	NT
White	120	NT	NT	NT	NT
English Learners	54	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	103	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

A3000 Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	423	412	97	3	56
Female	203	198	98	2	56
Male	220	214	97	3	56
American Indian or Alaska Native	0	0	0	0	0
Asian	54	54	100	0	63

Black or African American	10	10	100	0	60
Filipino	0	0	0	0	0
Hispanic or Latino	237	231	97	3	52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	29	29	100	0	55
White	93	88	95	5	62
English Learners	46	45	98	2	20
Foster Youth	1	0	0	100	0
Homeless	0	0	0	0	0
Military	54	50	93	7	56
Socioeconomically Disadvantaged	78	76	97	3	35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	28	93	7	43
3rd - 6th Student Groups	3rd - 6th Total Enrollment	3rd - 6th Number Tested	3rd - 6th Percent Tested	3rd - 6th Percent Not Tested	3rd - 6th Percent At or Above Grade Level

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	423	407	96	4	35
Female	203	197	97	3	30
Male	220	210	95	5	39
American Indian or Alaska Native	0	0	0	0	0
Asian	54	53	98	2	54
Black or African American	10	10	100	0	20
Filipino	0	0	0	0	0
Hispanic or Latino	237	230	97	3	29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	29	28	97	3	34
White	93	86	92	8	40
English Learners	46	45	98	2	17
Foster Youth	1	0	0	100	0
Homeless	0	0	0	0	0
Military	54	48	89	11	26

Socioeconomically Disadvantaged	78	77	99	1	23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	27	90	10	27

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	193	NT	NT	NT	NT
Female	98	NT	NT	NT	NT
Male	95	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	24	NT	NT	NT	NT
Hispanic or Latino	111	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	34	NT	NT	NT	NT
English Learners	15	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 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.

In-person opportunities for parents have been curtailed because of Covid protocols, but as restrictions let up, the above mentioned activities will once again be in place.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	963	960	15	1.6
Female	452	450	5	1.1
Male	511	510	10	2.0
American Indian or Alaska Native	2	2	0	0.0
Asian	36	36	0	0.0
Black or African American	29	28	3	10.7
Filipino	114	114	1	0.9
Hispanic or Latino	547	545	8	1.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	53	53	1	1.9
White	178	178	2	1.1
English Learners	149	149	1	0.7
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	208	208	8	3.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	83	83	5	6.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.50	0.00	0.79	0.02	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.10	0.56	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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. 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 such as face masks. Arroyo Vista's School Safety Plan was reviewed, discussed with staff and updated in September, 2021. The Comprehensive Safe School Plan was approved by TEAM Council, the charter's governing board in November, 2021.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	6	
1	17	2	3	
2	20	4	1	
3	22	1	4	
4	27		4	
5	25		4	
6	25		5	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	4	
1	22		5	
2	17	3	2	
3	23		5	
4	26		4	
5	28		4	
6	25		4	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	3	
1	22		5	
2	23	1	4	
3	22		4	
4	27		4	
5	27		4	
6	30		4	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	2
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	3.7

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,456	886	8,570	96,065
District	N/A	N/A	57,444,858	\$82,315
Percent Difference - School Site and District	N/A	N/A	-199.9	15.4
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	1.5	11.2

2020-21 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,655	\$52,060
Mid-Range Teacher Salary	\$77,932	\$84,043
Highest Teacher Salary	\$103,806	\$107,043
Average Principal Salary (Elementary)	\$137,246	\$133,582
Average Principal Salary (Middle)	\$0	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$308,616	\$240,628
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

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. 2020/2021 focused on distance and hybrid learning. 2021/2022 is focusing on Next Generation Science Standards.

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5