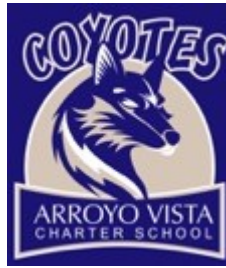


# Arroyo Vista Charter School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



### 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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the 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.

#### 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.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Arroyo Vista Charter School
<b>Street</b>	2491 School House Rd.
<b>City, State, Zip</b>	Chula Vista, CA 91915
<b>Phone Number</b>	(619) 656-9676
<b>Principal</b>	Juan C. Ricoy, Principal
<b>Email Address</b>	<a href="mailto:juan.ricoy@cvesd.org">juan.ricoy@cvesd.org</a>
<b>School Website</b>	<a href="https://arroyovistacharterschool.wordpress.com/">https://arroyovistacharterschool.wordpress.com/</a>
<b>County-District-School (CDS) Code</b>	37-68023-6116859

## 2022-23 District Contact Information

<b>District Name</b>	Chula Vista Elementary School District
<b>Phone Number</b>	(619)425-9600
<b>Superintendent</b>	Dr. Eduardo Reyes, Superintendent
<b>Email Address</b>	<a href="mailto:eduardo.reyes@cvesd.org">eduardo.reyes@cvesd.org</a>
<b>District Website Address</b>	<a href="http://www.cvesd.org">www.cvesd.org</a>

## 2022-23 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 TK-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 2022 state testing, 84% of seventh graders either met or exceeded in English Language Arts and 61% either met or exceeded in Math. In Eighth grade 78% either met or exceeded in ELA and 58% 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, Archery, Zumba, Ukulele, Kitchen Science, Robotics, Needle Point, Publications and Yearbook.

Our school-wide goal 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 for the 2022/2023 is math as some gaps in learning have been identified by the staff.

### 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

## 2022-23 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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	130
Grade 1	93
Grade 2	109
Grade 3	108
Grade 4	94
Grade 5	116
Grade 6	93
Grade 7	88
Grade 8	79
Total Enrollment	910

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
American Indian or Alaska Native	0.1
Asian	3.4
Black or African American	2.0
Filipino	11.9
Hispanic or Latino	56.4
Native Hawaiian or Pacific Islander	0.1
Two or More Races	6.8
White	19.0
English Learners	16.6
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	21.1
Students with Disabilities	8.9

## 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

### 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)	40.00	100.00	1227.00	88.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.10	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	31.40	2.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.00	1.01	12115.80	4.41
Unknown	0.00	0.00	106.00	7.66	18854.30	6.86
Total Teaching Positions	40.00	100.00	1383.70	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 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

November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Education K-6	Yes	0%
<b>Mathematics</b>	Houghton Mifflin Go Math K-5 ; College Preparatory Mathematics 6 through 8th	Yes	0%
<b>Science</b>	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%
<b>History-Social Science</b>	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish) Adopted Spring 2007	Yes	0%
<b>Foreign Language</b>	Que Chevere (Spanish) 7th and 8th - Carnegie Learning Adopted Fall 2020	Yes	0%
<b>Health</b>	N/A		N/A

### 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. A new entrance to the office has been added along with further cover in the lunch arbor. ADA access from the front parking lot was also updated.

The District maintains 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

8/16/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			:
<b>Interior:</b> Interior Surfaces		X		900 boys RR: sink needs caulking top edge of cove base needs caulk // vinyl is peeling off by the urinals and behind the toilets 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 * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats, do not apply wax (I-Shine or Terra Glaze) // Storage above cabinets * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code - CFC Section 315.3.1) Admin work room: Stained ceiling tile CR 202: carpet is stained // cracked ceiling tiles // laminate in sink cabinet is cracked/chipped // CR 204: Concealed Exit Door - CFC, Sections 1010.1 & 1031.6 // Storage shall be maintained a minimum 24 inches below the ceiling - CFC Section 315.3.1 // stains on carpet CR 302: ceiling tiles stained CR 304: Chipped counter // Sink doors need to be adjusted // CR 401: CR 402: Water fountain not working // Stain on ceiling tiles // Carpet stains



## School Facility Conditions and Planned Improvements

			<p>CR 403:</p> <p>CR 405: Stained carpet</p> <p>CR 501: sink back splash needs caulking // RR paint chipped on wall // cracked tile on bathroom floor</p> <p>CR 503: 4 Ceiling tile stained / Dirty/rusted vent in restroom // * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present), least 3 coats, do not apply wax (I-Shine)</p> <p>CR 703: *** Williams Complaint not posted // PC Cabinet not plugged to wall // Stained ceiling tiles</p> <p>CR 805 YMCA: Ripped tackboard // laminate on sink counter is missing // 10 Missing blind slats</p> <p>CR 901: Cobwebs // Ceiling tiles Cracked and stained // Wet area wax los very worn need to be recoated *</p> <p>Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats</p> <p>CR 903: Ceiling tile stained // * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) // * Household wipes, insecticides, disinfecting sprays, and cleaning products (no MSDS present on site - health hazard)</p> <p>Library: Holes on tackboard by the TV // Stained ceiling tiles // push in ceiling tiles</p> <p>MPR: Hand rails need to be repainted - some scratches</p> <p>Staff lounge: Carpets stains // Plaster is chipped on the roof access latch</p>
<p><b>Cleanliness:</b></p> <p>Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>500 Boys Restroom: Floor stained under urinals *</p> <p>Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present), least 3 coats, do not apply wax (I-Shine)</p> <p>500 Girls Restroom: * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present), least 3 coats, do not apply wax (I-Shine) // HC Stall partition chipped</p> <p>CR 404: Carpets stains // Cracked ceiling tiles</p> <p>CR 502: Sink countertop laminate chipped // HDMI port is push in (whiteboard) // Exit sign Missing or not working - Fire code CFC, Section 1013.3</p> <p>CR 704: *** Air purifier has items on top (blocks air circulation) // // Carpet stains // Holes at the top of the Whiteboard cabinet // Sink is blocked // unsecure bookcases to wall</p> <p>CR 902: Wet area wax los very worn need to be recoated * Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats // spiders under sink</p> <p>CR 904: Rain gutter missing // Storage shall be maintained a minimum 24 inches below the ceiling -</p>



## School Facility Conditions and Planned Improvements

			<p>CFC Section 315.3.1 // Provide Clearance for Electrical Panel - CFC Section 604.3</p> <p>CR 905: Stucco chipped// Dusty window sills and missing blinds // Storage shall be maintained a minimum 24 inches below the ceiling - CFC Section 315.3.1 // Provide Clearance for Electrical Panel - CFC Section 604.3</p> <p>Stage: Use for storage // Lift is being used for storage (Hoyer lift inside) - Non ADA Compliant // VCT needs to be reconditioned</p>
<b>Electrical</b>	X		<p>1000 CR: Storage shall be maintained a minimum 24 inches below the ceiling - CFC Section 315.3.1 // Provide Clearance for Electrical Panel - CFC Section 604.3</p> <p>Admin electrical: Used for storage // * Electrical Panels or Fire panel or Extinguisher Clearance under 36 inches (Fire Marshall Code - CFC Section 604.3)</p> <p>CR 502: Sink countertop laminate chipped // HDMI port is push in (whiteboard) // Exit sign Missing or not working - Fire code CFC, Section 1013.3</p> <p>CR 705: Sink needs caulking // * Hanging cable/string/wire/yarn across windows ( 12 inches away from blind slats are needed) // Loose electrical outlet on counter // HDMI Port is push in</p> <p>CR 805 YMCA: Ripped tackboard // laminate on sink counter is missing // 10 Missing blind slats</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	<p>900 boys RR: sink needs caulking top edge of cove base needs caulk // vinyl is peeling of by the urinals and behind the toilets</p> <p>Admin Men's RR: Missing tile pieces on wall, toilet needs caulking * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats, do not apply wax (I-Shine or Terra Glaze) // Storage above cabinets * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code - CFC Section 315.3.1)</p> <p>CR 201: Sink faucet and water fountain without water</p> <p>CR 202: carpet is stained // cracked ceiling tiles // laminate in sink cabinet is cracked/chipped //</p> <p>CR 304: Chipped counter // Sink doors need to be adjusted //</p> <p>CR 402: Water fountain not working // Stain on ceiling tiles // Carpet stains</p> <p>CR 501: sink back splash needs caulking // RR paint chipped on wall // cracked tile on bathroom floor</p> <p>CR 504: Storage shall be maintained a minimum 24 inches below the ceiling - CFC Section 315.3.1 // Sink needs caulking // RR terrazo cracked and toilet base floor stained(maybe toilet leaking?)* Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present), least 3 coats, do not apply wax (I-Shine) // Door peeling // Counter tops cracked //</p> <p>CR 505: Sink top needs caulking // Stains around toilet // * Floor need cleaning (Deep scrub with Pro-strip</p>

## School Facility Conditions and Planned Improvements

			<p>Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present), least 3 coats, do not apply wax (I-Shine)</p> <p>CR 601: Sink and back splash need caulking // Storage shall be maintained a minimum 24 inches below the ceiling - CFC Section 315.3.1 // Cloth pins on blind slats not allowing blind to open or close // Holes in ceiling tile above the cabinet</p> <p>CR 604: Sink needs caulking // Faucet water pressure is too low // Cloth pins on blind slats not allowing blind to open or close //</p> <p>CR 705: Sink needs caulking // * Hanging cable/string/wire/yarn across windows ( 12 inches away from blind slats are needed) // Loose electrical outlet on counter // HDMI Port is push in</p> <p>MPR Girl's RR: * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present), least 3 coats, do not apply wax (I-Shine)</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	X		<p>1000 CR: Storage shall be maintained a minimum 24 inches below the ceiling - CFC Section 315.3.1 // Provide Clearance for Electrical Panel - CFC Section 604.3</p> <p>AP Office: * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire code CFC 604.1.1)</p> <p>CR 204: Concealed Exit Door - CFC, Sections 1010.1 &amp; 1031.6 // Storage shall be maintained a minimum 24 inches below the ceiling - CFC Section 315.3.1 // stains on carpet</p> <p>CR 502: Sink countertop laminate chipped // HDMI port is push in (whiteboard) // Exit sign Missing or not working - Fire code CFC, Section 1013.3</p> <p>CR 504: Storage shall be maintained a minimum 24 inches below the ceiling - CFC Section 315.3.1 // Sink needs caulking // RR terrazo cracked and toilet base floor stained(maybe toilet leaking?)* Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present), least 3 coats, do not apply wax (I-Shine) // Door peeling // Counter tops cracked //</p> <p>CR 601: Sink and back splash need caulking // Storage shall be maintained a minimum 24 inches below the ceiling - CFC Section 315.3.1 // Cloth pins on blind slats not allowing blind to open or close // Holes in ceiling tile above the cabinet</p> <p>CR 701: Storage shall be maintained a minimum 24 inches below the ceiling - CFC Section 315.3.1 // poster hanging from blinds</p> <p>CR 801: Provide Clearance for Electrical Panel - CFC Section 604.3</p> <p>CR 802: HC Sign is bren &amp; faded // Provide Clearance for Electrical Panel - CFC Section 604.3</p> <p>CR 803: Storage shall be maintained a minimum 24 inches below the ceiling - CFC Section 315.3.1 //</p>

## School Facility Conditions and Planned Improvements

			<p>Provide Clearance for Electrical Panel - CFC Section 604.3</p> <p>CR 805 YMCA: Ripped tackboard // laminate on sink counter is missing // 10 Missing blind slats</p> <p>CR 903: Ceiling tile stained // * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) // * Household wipes, insecticides, disinfecting sprays, and cleaning products (no MSDS present on site - health hazard)</p> <p>CR 904: Rain gutter missing // Storage shall be maintained a minimum 24 inches below the ceiling - CFC Section 315.3.1 // Provide Clearance for Electrical Panel - CFC Section 604.3</p> <p>CR 905: Stucco chipped// Dusty window sills and missing blinds // Storage shall be maintained a minimum 24 inches below the ceiling - CFC Section 315.3.1 // Provide Clearance for Electrical Panel - CFC Section 604.3</p> <p>CR 907: Stained ceiling tile/cracked. // Storage shall be maintained a minimum 24 inches below the ceiling - CFC Section 315.3.1 // Provide Clearance for Electrical Panel - CFC Section 604.3</p> <p>Stage: Use for storage // Lift is being used for storage (Hoyer lift inside) - Non ADA Compliant // VCT needs to be reconditioned</p>
<b>Structural:</b> Structural Damage, Roofs	X		<p>CR 907: Stained ceiling tile/cracked. // Storage shall be maintained a minimum 24 inches below the ceiling - CFC Section 315.3.1 // Provide Clearance for Electrical Panel - CFC Section 604.3</p>
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>CR 604: Sink needs caulking // Faucet water pressure is too low // / Cloth pins on blind slats not allowing blind to open or close //</p> <p>CR 701: Storage shall be maintained a minimum 24 inches below the ceiling - CFC Section 315.3.1 // poster hanging from blinds</p> <p>Kinder play toy: wood chips low at slides; chipped paint</p> <p>Playground: wood chips low at slides</p>

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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).
4. **College and Career Ready**  
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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	75	N/A	54	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	56	N/A	41	N/A	33

## 2021-22 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.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	584	575	98.46	1.54	74.96
<b>Female</b>	295	289	97.97	2.03	80.97
<b>Male</b>	289	286	98.96	1.04	68.88
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	18	18	100.00	0.00	77.78
<b>Black or African American</b>	13	12	92.31	7.69	83.33
<b>Filipino</b>	63	63	100.00	0.00	88.89
<b>Hispanic or Latino</b>	333	327	98.20	1.80	69.42
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	42	42	100.00	0.00	76.19
<b>White</b>	114	112	98.25	1.75	81.25
<b>English Learners</b>	52	49	94.23	5.77	26.53
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	131	127	96.95	3.05	66.14
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	59	58	98.31	1.69	46.55

## 2021-22 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.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	584	577	98.80	1.20	55.75
<b>Female</b>	295	291	98.64	1.36	52.94
<b>Male</b>	289	286	98.96	1.04	58.60
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	18	18	100.00	0.00	72.22
<b>Black or African American</b>	13	12	92.31	7.69	50.00
<b>Filipino</b>	63	63	100.00	0.00	71.43
<b>Hispanic or Latino</b>	333	329	98.80	1.20	47.24
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	42	42	100.00	0.00	54.76
<b>White</b>	114	112	98.25	1.75	69.64
<b>English Learners</b>	52	51	98.08	1.92	9.80
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	131	127	96.95	3.05	45.97
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	59	58	98.31	1.69	34.55



## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	54.26	--	36.97	28.5	29.47

## 2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	192	188	97.92	2.08	54.26
<b>Female</b>	94	92	97.87	2.13	53.26
<b>Male</b>	98	96	97.96	2.04	55.21
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	22	22	100	0	59.09
<b>Hispanic or Latino</b>	111	109	98.2	1.8	43.12
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	12	12	100	0	75
<b>White</b>	36	34	94.44	5.56	79.41
<b>English Learners</b>	16	15	93.75	6.25	13.33
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	44	42	95.45	4.55	35.71
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	16	15	93.75	6.25	33.33

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94.74%	92.98%	94.74%	92.98%	94.74%
Grade 7	88.89%	90.00%	88.89%	90.00%	90.00%
Grade 9	N/A	N/A	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.

#### 2022-23 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. Arroyo Vista Charter School has a robust PTA where parents contribute greatly to the school culture and are able to enhance the learning program for all students.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	963	935	187	20.0
Female	451	438	84	19.2
Male	512	497	103	20.7
American Indian or Alaska Native	1	1	0	0.0
Asian	33	31	2	6.5
Black or African American	20	19	1	5.3
Filipino	112	109	21	19.3
Hispanic or Latino	546	530	120	22.6
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	69	67	10	14.9
White	178	174	32	18.4
English Learners	158	155	35	22.6
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	223	216	62	28.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	101	100	32	32.0

### 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.10	0.56	2.45
<b>Expulsions</b>	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	0.21	0.02	0.68	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.21	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.39	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	1.12	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2022-23 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 or Hanover Survey, 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. Arroyo Vista's School Safety Plan was reviewed, discussed with staff and updated in November 2022. The Comprehensive Safe School Plan was approved by TEAM Council, the charter's governing body in November, 2022. We consistently work through our School Safety Committee, with the district Emergency Preparedness and Security Manager, and with local fire and law enforcement to make certain we are up to date on school safety.

## 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.

## 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	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	22	1	5	
1	19	3	2	
2	22	1	4	
3	22		5	
4	24	1	3	
5	29		4	
6	23		4	

## 2021-22 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	910

## 2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.5
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	2.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	9,683	2,592	7,091	104,553
District	N/A	N/A	7,091	\$85,506
Percent Difference - School Site and District	N/A	N/A	0.0	20.0
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	7.3	18.0

## 2021-22 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.



## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$52,430	\$52,641
<b>Mid-Range Teacher Salary</b>	\$79,101	\$83,981
<b>Highest Teacher Salary</b>	\$105,363	\$107,522
<b>Average Principal Salary (Elementary)</b>	\$139,463	\$136,247
<b>Average Principal Salary (Middle)</b>		\$142,248
<b>Average Principal Salary (High)</b>		\$139,199
<b>Superintendent Salary</b>	\$313,246	\$242,166
<b>Percent of Budget for Teacher Salaries</b>	35%	34%
<b>Percent of Budget for Administrative Salaries</b>	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 State Standards combined with effective instructional practice. The professional development intends to ensure best instructional practices in every classroom. Teachers participate in regular 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 works on Social/Emotional Development of students in line with our Positive Behavior Support Systems (PBIS). Staff has been trained in Restorative Practices to foster community and connectedness with students.

Every teacher has his/her CLAD certification or equivalent and the Dual Immersion 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. 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 had us working on Next Generation Science Standards. While this year, 2022/2023 has us improving our math outcomes.

GLAD trainings are being reviewed by all staff so that each staff member is proficient in these language learning techniques.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5