



Arroyo Vista Elementary School

335 El Centro Street • South Pasadena, CA 91030 • 626-441-5840 • Grades K-5

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

South Pasadena Unified School District

1020 El Centro Street
South Pasadena, CA 91030
(626) 441-5810
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District Governing Board

Dr. Suzie Abajian

Dr. Ruby Kalra

Dr. Michele Kipke

Jon Primuth

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District Administration

Dr. Geoff Yantz
Superintendent

David Lubs
Assistant Superintendent of
Business Services

Dr. Karen Reed
Assistant Superintendent of
Human Resources

Christiane Gervais
Assistant Superintendent of
Instructional Services

School Description

As you read this report, we believe that you will find that what emerges is a picture of a school with a strong academic foundation, a parent community that is interested and actively involved, a faculty professionally skilled and personally committed to meeting the needs of students, and a student body motivated to perform well. The strength of our school lies with the staff who are knowledgeable, thoughtful and caring and share the belief that all students can learn.

Arroyo Vista Elementary School is located in the City of South Pasadena, a community of approximately 25,619. The student population reflects the ethnic and cultural diversity of Southern California. The school was honored as a California Distinguished School in 2004 and 2010 and was named a National Blue Ribbon School in 2005 and again in 2019. Arroyo Vista was named a Gold Ribbon School in 2015 and again in 2017.

Arroyo Vista is a unique mix of cultures. We are widely supported by our greater community, resulting in a dedicated team bound together by our core values of respect, integrity, and diversity. The intense value we place on educating our children is the driving force behind it all.

Arroyo Vista Core Values:

- Respect - Each individual is worthy of respect.
- Integrity - Personal and institutional integrity are the foundations of all we do.
- Diversity - Diversity and commonality both enrich the human experience.

Our core values are integrated into our monthly awards program, into lessons within the classroom, into our school-wide reading program, into our blue slip program of positive incentives, and into our Positive Behavior Intervention Supports (PBIS). Our core values are discussed and modeled by all staff, students, and parents.

The Arroyo Vista certificated staff includes 31 classroom teachers, a site principal, and an assistant principal. Itinerant and part-time staff include two part-time RSP teachers, nurse, one part-time counselor, a music teacher, a visual arts teacher, a theater arts teacher, an adaptive PE teacher, an occupational therapist, a full-time school psychologist, and a Speech and Language Pathologist. Teachers, staff, and administrators act on the principle that students come first. The educational programs at the school are tailored to meet the needs of each student. Arroyo Vista Elementary School is dedicated to ensuring the academic success of every student and providing the most comprehensive educational experience. For several years, Arroyo Vista has offered a Transitional Kindergarten (TK) class on its campus, and the district's Special Day Class for K-2nd graders and preschool age students.

Our programs and policies are aligned with our mission. Members of our community know that we place a strong emphasis on our core values as well. By emphasizing these values and embracing our differences as well as commonalities, we have joined as a community to ensure the success of all our students. Through a strong partnership with our parents and community, we have been able to develop successfully a comprehensive educational program that celebrates and promotes ethnic and cultural diversity, individuality, and emotional, intellectual, and social growth. We strive to provide students with not only the stimulation and encouragement to accomplish amazing feats but the means to do so as well. We applaud all of the accomplishments of our students, no matter how big or how small. The teaching faculty, staff, and parents are committed to providing an educational program in which the school's resources and services are effectively coordinated to meet the needs of all students. Through the Student Success Team (SST) and Individualized Education Plan (IEP) process, we identify students who have special needs and then determine specific strategies that will best support their academic, social and emotional growth. The staff strives to provide students with a curriculum that is rigorous, meaningful, relevant, appropriately challenging and allows students to develop their critical-thinking skills. Instruction is focused on state standards, and all students are making progress toward mastery of these standards. Arroyo Vista teachers differentiate their instruction to meet the individual learning needs of their students. Recognizing the need to focus on the whole child, our teaching faculty provides learning experiences that foster social and emotional growth as well as develop students' communication and collaboration skills.

In our longstanding tradition of excellence, we maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible. We renew this commitment yearly in hopes that together, we will continue our effectiveness in educating our students and preparing them for the challenges of their future. As always, we welcome any suggestions, ideas, and comments you may have. Together, we have strived toward excellence and earned the honor of becoming a California Distinguished School, a Gold Ribbon School, and a National Blue Ribbon School.

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 119 |
| Grade 1 | 113 |
| Grade 2 | 111 |
| Grade 3 | 117 |
| Grade 4 | 120 |
| Grade 5 | 117 |
| Total Enrollment | 697 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 0.7 |
| American Indian or Alaska Native | 0.1 |
| Asian | 26.8 |
| Filipino | 2.7 |
| Hispanic or Latino | 22.7 |
| White | 29.7 |
| Two or More Races | 14.8 |
| Socioeconomically Disadvantaged | 15.6 |
| English Learners | 6.2 |
| Students with Disabilities | 6.7 |
| Homeless | 0.3 |

A. Conditions of Learning

State Priority: Basic

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

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

| Teacher Credentials for Arroyo Vista | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | 32 | 32 | 32 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for South Pasadena | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 204.6 |
| Without Full Credential | ♦ | ♦ | 0 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

Teacher Misassignments and Vacant Teacher Positions at Arroyo Vista Elementary School

| Indicator | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Types of Services Funded

South Pasadena Unified received Base and Supplemental Funds as part of the Local Control Funding Formula (LCFF) to support our instructional program. In addition, SPUSD received state and federal categorical funding for the following support programs:

- Title I, Part A (at South Pasadena Middle School and South Pasadena High School only)
- Title II, Part A
- Title III, Part A LEP and Immigrant
- Title IV, Part A
- Special Education
- Lottery Funds for Instructional Materials

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: September 10, 2019

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------|---|
| Reading/Language Arts | Benchmark Advance Benchmark Education 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | Math Expressions Houghton-Mifflin 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | California Science Macmillan-McGraw Hill 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | California Studies, Social Studies Houghton-Mifflin 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Built in 1939 and situated on 3.7 acres, Arroyo Vista Elementary provides a safe and clean environment for students, staff, and volunteers. All original structures have been fully modernized and currently include a library, a multipurpose room, a computer lab, two staff rooms, 23 permanent classrooms, one portable building with two classrooms, one additional portable, and two playgrounds.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and the district office. The principal works daily with three full-time custodians to develop cleaning schedules to ensure a clean and safe school. District maintenance staff members ensure the repairs necessary to keep the school in good repair, and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs.

While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in this report have been corrected or are in the process of remediation.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 11/15/2019

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| Safety: Fire Safety, Hazardous Materials | Fair | Bldg. J: 10) Fire alarm not connected - temp. classroom to be replaced with a permanent structure under Measure SP. Installed smoke detector. Bldg. K (New Portable): 10) Fire alarm not connected - temp. classroom to be replaced with permanent structure under Measure SP. Installed smoke detector. Bldg. I (Extended Day): 10) Fire alarm not connected - temp. classroom to be replaced with permanent structure under Measure SP. Installed smoke detector. |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Good | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 85 | 87 | 84 | 84 | 50 | 50 |
| Math | 82 | 83 | 79 | 79 | 38 | 39 |

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | 15.3 | 21.8 | 54.8 |

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

Professional Development provided for Teachers

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 4 | 4 |

Annually, four staff development days are scheduled into the school year to address both site and district level needs. These professional development days are aligned with the Board of Education's annual goals and Strategic Plan. The AV staff, along with the other two elementary school staffs, participate in all District offered staff development. Some topics that have been addressed include the evaluation of student writing, the examination of multiple measures, differentiated learning strategies, Thinking Maps, Smartboard technology, Project-Based Learning (PBL), and Common Core State Standards. This year's training will focus on the ELA/ELD curriculum and materials, writing standards, Next Generation Science Standards, and student anxiety/mindfulness.

Staff development is delivered at monthly faculty meetings, during grade level release time and through attendance at various conferences. Professional development opportunities offer teachers the opportunity to collaborate with one another about their curriculum, instruction, and assessments; to share best practices with colleagues; and to discuss ways to better support our students' learning. All teachers at every grade level have participated in Cognitively Guided Instruction (CGI) training provided by the UCLA math institute. As a means of meeting Next Generation Science Standards, all of our teachers were trained in Project Lead the Way (Launch) units. Teachers have been encouraged to participate in Writers Workshop training.

Teachers are supported through their Path I (feedback after formal observations) and Path II (plan to address teacher standards agreed upon by teacher and principal) plans. Additionally, grade-level meetings, data analysis meetings, and peer planning meetings allow teachers to learn from their peers.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 366 | 357 | 97.54 | 86.55 |
| Male | 197 | 194 | 98.48 | 84.02 |
| Female | 169 | 163 | 96.45 | 89.57 |
| Black or African American | -- | -- | -- | -- |
| Asian | 101 | 97 | 96.04 | 87.63 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 84 | 81 | 96.43 | 85.19 |
| White | 106 | 104 | 98.11 | 81.73 |
| Two or More Races | 58 | 58 | 100.00 | 96.55 |
| Socioeconomically Disadvantaged | 58 | 56 | 96.55 | 83.93 |
| English Learners | 50 | 45 | 90.00 | 80.00 |
| Students with Disabilities | 21 | 19 | 90.48 | 36.84 |
| Homeless | -- | -- | -- | -- |

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 366 | 362 | 98.91 | 83.43 |
| Male | 197 | 197 | 100.00 | 85.28 |
| Female | 169 | 165 | 97.63 | 81.21 |
| Black or African American | -- | -- | -- | -- |
| Asian | 101 | 101 | 100.00 | 91.09 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 84 | 82 | 97.62 | 70.73 |
| White | 106 | 104 | 98.11 | 80.77 |
| Two or More Races | 58 | 58 | 100.00 | 94.83 |
| Socioeconomically Disadvantaged | 58 | 56 | 96.55 | 67.86 |
| English Learners | 50 | 50 | 100.00 | 80.00 |
| Students with Disabilities | 21 | 19 | 90.48 | 47.37 |
| Homeless | -- | -- | -- | -- |

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

AV has a rich heritage as a cherished neighborhood school, and the strong, supportive partnership we have with our families and our community is based on our shared commitment to nurturing the intellectual, emotional, and social growth of all of our students and to celebrating the ethnic and cultural diversity that makes us so unique. Our shared desire for genuine collaboration, our commitment to respectful, open communication, and our belief in the importance of acting with integrity are not just strategies but are part of our core values and have resulted in high levels of parent participation in and community support for our school.

Parents are welcomed and encouraged to become involved in their children's education because AV teachers recognize that all children do better academically and emotionally when the adults in their lives work in unison. Engagement begins with our open campus policy, which encourages parents to walk their children to school. Each fall, we launch a new specific yearlong partnership with our Back to School Night (average attendance rate is 98%). Parents have the opportunity to meet each other and see the classroom, and teachers are able to share curriculum goals, behavioral expectations, communication methods, and volunteer opportunities for the current year. Parents are invited to work in the classroom as small group reading assistants, art docents, Second Step lesson leaders, field trip chaperones, and library assistants. In addition, parents are encouraged to share cultural traditions and career experiences and are invited to help with and/or attend class performances throughout the year. In order to maintain engagement throughout the year, AV teachers write weekly and/or monthly newsletters, post updates on school and class websites, respond to parent notes, calls, or emails within 24 hours, provide progress reports, and conduct Parent / Teacher Conferences in the fall and spring.

The School Site Council and PTA are integral entities for involving parents in school programs that support the development of the whole child. Each year, parents in both groups organize numerous fundraisers, schedule amazing schoolwide performances and assemblies, and organize annual or bi-annual events such as Science Fair/STEM Expo, Family Movie and Music Nights, Book Fairs, the AV Gives Back volunteer day, and the Market Place (a craft fair/business opportunity for AV students). The PTA also sponsors frequent parent education nights focused on academic as well as social and emotional ways to support our students. In addition, AV parents play a key role in involving the larger community in supporting our school in our educational foundation (SPEF), and they also have worked tirelessly to pass numerous bonds to renovate all our facilities as well as a parcel tax that allows us to offer smaller class sizes. AV parents also reach out to the larger community for Read Across America Week, Family Science Night, and Red Ribbon Week in order to ensure that all classes have access to awesome readers and speakers at these events. Parents have also helped teachers get community members from the Jet Propulsion Lab (JPL), the Water Department, the Tournament of Roses Royal Court, and local markets to help launch and/or serve as authentic audiences for student projects such as the kindergarten rollercoaster challenge and the 5th Grade Annual State Float Parade. Without the amazing support of our parents and community, we would not be able to provide such a rich and well-rounded learning experience for our students. AV is proof that it really does "take a village."

State Priority: School Climate

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

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

School Safety Plan

Arroyo Vista is a very warm, cheerful, child-centered school with a rich history of excellence. There is a focus on activities that are healthy, engaging, and challenging before, during, and after school. The staff shares a common set of beliefs about learning and student engagement, which drives every decision we make and is the foundation for the positive family and community-oriented culture at our school. You can see and feel the positive school culture as soon as you enter the campus. It's evident on the walls, in the students and staff, and in every classroom. Both students and faculty feel comfortable, cared for, and safe at school. The safety of students and staff is a primary concern at Arroyo Vista Elementary.

The staff strives to develop the social and emotional needs of students through the PBIS (Positive Behavioral Interventions and Supports) program. The focus of the PBIS program is to create students who are emotionally and socially strong. PBIS methods are research-based and proven to significantly reduce the occurrence of problem incidents in the school, resulting in a more positive school climate and increased academic performance. We have successfully implemented a schoolwide positive-behavior program. Using PBIS as our guide, Arroyo Vista staff has developed behavior expectations for common areas around the school. Classroom and common-area behavior expectations are framed around core ideas, which serve as our High Five Rules: Be Safe, Be Cooperative, Be Responsible, Be Respectful, and Be Kind. The school is in compliance with all laws, rules, and regulations about hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Practice drills for fire, earthquakes, and other emergencies are held with the staff and students on a monthly basis. Emergency kits are located in all classrooms, and additional emergency supplies are stored on-site. As part of our safety plan, we have established emergency response teams, each with specific responsibilities, so that we respond effectively and efficiently in the event of a crisis situation. The monitoring of school grounds is performed by assigned staff before, during, and after school. All visitors must report to the front office, sign in, obtain a visitor's pass before entering the campus, and sign out upon leaving the campus.

For the past several years, the Arroyo Vista student population has included a significant number of students that have severe and life-threatening allergies to peanuts and peanut products. Some of these students are affected by trace amounts of peanuts in our breath, in the air or oil left on a table. Because of the high number of students throughout all grade levels with this health issue and because we, the school, are required by law, to ensure a safe environment for all students, Arroyo Vista became a Peanut Free Zone in 2005. The staff is trained on a regular basis on the signs and symptoms of allergic reactions as well as how to administer an Epi-pen. Other safeguards have also been put in place throughout the campus to ensure that all staff members can assist students with peanut allergies.

The Comprehensive Safety Plan is updated annually by the school administration and stakeholders in consultation with local law enforcement to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. Arroyo Vista Elementary reviews the plan annually and updates it as needed. Our Safety Plan is updated in the fall each year and shared with staff, parents and the School Site Council. All stakeholders give input on improving school safety. An updated copy of the plan is available to the public in the school office.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 1.4 | 0.4 | 0.4 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 1.5 | 1.0 | 1.2 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate | 3.6 | 3.5 | 3.5 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

D. Other SARC Information

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

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

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | |

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

Student Support Services Staff (School Year 2018-19)

| Title | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 0.5 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | 1.63 |
| Psychologist | 1.10 |
| Social Worker | |
| Nurse | 0.2 |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist (non-teaching) | 1.0 |
| Other | |

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|-------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
| K | 24 | | 5 | | 21 | 1 | 5 | | 21 | 2 | 4 | |
| 1 | 23 | | 5 | | 22 | | 5 | | 22 | | 5 | |
| 2 | 24 | | 5 | | 24 | | 5 | | 21 | | 5 | |
| 3 | 24 | | 5 | | 24 | | 5 | | 23 | | 5 | |
| 4 | 30 | | 4 | | 30 | | 4 | | 30 | | 4 | |
| 5 | 30 | | 4 | | 30 | | 4 | | 29 | | 4 | |
| Other** | | | | | | | | | | | | |

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

** "Other" category is for multi-grade level classes.

FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$44,783 | \$46,208 |
| Mid-Range Teacher Salary | \$80,620 | \$72,218 |
| Highest Teacher Salary | \$112,570 | \$92,742 |
| Average Principal Salary (ES) | \$117,445 | \$134,864 |
| Average Principal Salary (MS) | \$120,284 | \$118,220 |
| Average Principal Salary (HS) | \$147,000 | \$127,356 |
| Superintendent Salary | \$240,443 | \$186,823 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 39% | 33% |
| Administrative Salaries | 6% | 6% |

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

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

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|----------|------------|--------------|------------------------|
| School Site | \$11,159 | \$3,077 | \$8,082 | \$86,360 |
| District | N/A | N/A | \$7,645 | \$84,070.00 |
| State | N/A | N/A | \$7,506.64 | \$72,949.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | 5.6 | 2.2 |
| School Site/ State | 9.1 | 19.0 |

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

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