



Arroyo Vista Elementary School

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

Cheryl Busick, Principal

cbusick@spusd.net

<http://arroyo.spusd.net/>

2016-17 School Accountability Report Card Published During the 2017-18 School Year

South Pasadena Unified School District

1020 El Centro Street
South Pasadena, CA 91030
(626) 441-5810
<http://www.spusd.net/>

District Governing Board

Dr. Suzie Abajian

Elisabeth Eilers

Julie Giulioni

Dr. Michele Kipke

Jon Primuth

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.

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 an NCLB National Blue Ribbon School in 2005. Arroyo Vista was named a Gold Ribbon School in 2015.

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, lessons within the classroom, our school-wide core values reading program, the blue slip program of positive incentives, and our discipline program. Core values are discussed and modeled by all staff, students, and parents.

The Arroyo Vista certificated staff includes 31 classroom teachers, one RSP teacher, a site principal and an assistant principal. Itinerant and part-time staff include a nurse, one part-time counselor, a music teacher, a visual arts teacher, a theater arts teacher, an adaptive PE teacher, an occupational therapist and a full-time school psychologist, and 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 the past three years, Arroyo Vista has offered a Transitional Kindergarten (TK) class on its campus, and the district's SDC K-2nd grade and preschool program is housed on campus as well.

Our programs and policies are aligned to 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.

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 as well as a Gold Ribbon School.

Cheryl Busick, Principal

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	119
Grade 1	117
Grade 2	119
Grade 3	120
Grade 4	118
Grade 5	120
Total Enrollment	713

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.1
Asian	25
Filipino	2.1
Hispanic or Latino	23.8
Native Hawaiian or Pacific Islander	0
White	31.3
Two or More Races	14.4
Socioeconomically Disadvantaged	8.3
English Learners	7.6
Students with Disabilities	5.2
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Arroyo Vista Elementary School	15-16	16-17	17-18
With Full Credential	32	31	32
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
South Pasadena Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	209
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Arroyo Vista Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: October 10, 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance Benchmark Education 2016 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, multipurpose room, 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 two full time custodians to develop cleaning schedules to ensure a clean and safe school.

The South Pasadena Unified School District contributed \$150,000 to the State School Deferred Maintenance Program for the 2016-2017 school year.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/21/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		Bldg. J: 10) Fire alarm not connected Bldg. K (New Portable): 10) Fire alarm not connected Bldg. I (Extended Day): 10) Fire alarm not connected
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	84	85	80	83	48	48
Math	83	85	78	78	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	112	111	99.1	85.6
Male	61	61	100.0	85.3
Female	51	50	98.0	86.0
Asian	25	25	100.0	96.0
Hispanic or Latino	26	26	100.0	69.2
White	44	43	97.7	83.7
Two or More Races	13	13	100.0	100.0
Socioeconomically Disadvantaged	17	17	100.0	64.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	83	86	88	87	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.5	23.1	51.3

* 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.

**School Year 2016-17 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	354	350	98.87	85.14
Male	174	173	99.43	80.35
Female	180	177	98.33	89.83
Black or African American	--	--	--	--
Asian	92	90	97.83	85.56
Filipino	--	--	--	--
Hispanic or Latino	88	88	100	78.41
White	108	107	99.07	84.11
Two or More Races	55	55	100	94.55
Socioeconomically Disadvantaged	27	27	100	70.37
English Learners	51	48	94.12	77.08
Students with Disabilities	21	21	100	47.62
Foster Youth	--	--	--	--

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 2016-17 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	354	353	99.72	84.99
Male	174	174	100	86.78
Female	180	179	99.44	83.24
Black or African American	--	--	--	--
Asian	92	92	100	89.13
Filipino	--	--	--	--
Hispanic or Latino	88	88	100	72.73
White	108	107	99.07	85.05
Two or More Races	55	55	100	94.55
Socioeconomically Disadvantaged	27	27	100	77.78
English Learners	51	51	100	82.35
Students with Disabilities	21	21	100	57.14
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Arroyo Vista Elementary School benefits from outstanding home and community partnerships. Each year Parent Teacher Association members generously volunteer 25,000 hours of their time at the school as well as make financial contributions. Parents have many opportunities to participate in their child's education at Arroyo Vista. Students and their families support numerous charities through activities such as food and clothing drives, Operation Gratitude, and fund-raisers. Parents are encouraged to volunteer in classrooms regularly and also be involved in the following activities and committees: room parents, art docent, classroom volunteers, library and computer lab helpers, School Site Council, Community Outreach, disaster preparedness, Fifth Grade Promotion, hospitality and membership, Wish Night, Book Fair, All City Track Meet, Art, and Field Trip chaperones. Our School Plan includes actions to encourage and support parent engagement in helping to close the achievement gap. The Arroyo Vista PTA provides many additional resources to assist under-performing students. These include supplemental instructional materials for every teacher and special assemblies throughout the year that connect to the curriculum. The South Pasadena Educational Foundation (SPEF) annually raises over \$700,000 district-wide to support various programs as well as provide mini-grant funding for teachers.

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

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 safety of students and staff is a primary concern at Arroyo Vista Elementary. 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. Fire drills are conducted on a monthly basis throughout the school year, and earthquake drills are held once a year. 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.

The Comprehensive Safety Plan is updated annually by the school administration and School Site Council 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, teacher notification of dangerous pupil 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 School Site Council. For the 2016-2017 school year, our safety goals focused on lockdown procedures and student drop-off and pickup safety guidelines. All stakeholders give input on improving school safety. The Safety Plan is reviewed by staff in the fall each year and updated annually. An updated copy of the plan is available to the public in the school office.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.69	2.22	1.42
Expulsions Rate	0	0	0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.07	1.75	1.49
Expulsions Rate	0.1	0	0.04
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		40

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.5
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.63
Psychologist	1.0
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	24	21	20		2	4	5	4	2			
1	24	24	24				5	5	5			
2	24	24	24				5	5	5			
3	24	24	24				5	5	5			
4	28	29	29				4	4	4			
5	28	28	28				4	4	4			

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

Professional Development provided for Teachers

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 evaluation of student writing, homework issues, examination of multiple measures data, differentiated learning strategies, Thinking Maps, Smartboard technology, Project-Based Learning (PBL) and Common Core State Standards.

Staff development is delivered at monthly faculty meetings, during grade level release time and through attendance at various conferences. All teachers at every grade level 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 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 at the school site and district-wide, data analysis meetings and peer planning meetings allow teachers to learn from their peers.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,026	\$44,144
Mid-Range Teacher Salary	\$81,058	\$69,119
Highest Teacher Salary	\$101,772	\$86,005
Average Principal Salary (ES)	\$116,282	\$106,785
Average Principal Salary (MS)	\$117,015	\$111,569
Average Principal Salary (HS)	\$133,525	\$121,395
Superintendent Salary	\$240,443	\$178,104
Percent of District Budget		
Teacher Salaries	40%	34%
Administrative Salaries	6%	6%

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

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

Special Education

Lottery Funds for Instructional Materials

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,267	\$2,674	\$7,593	\$81,131
District	♦	♦	\$7,687	\$82,929
State	♦	♦	\$6,574	\$69,649
Percent Difference: School Site/District			-1.2	-2.2
Percent Difference: School Site/ State			15.5	16.5

* Cells with ♦ do not require data.