Alta Vista Elementary School District
Alta Vista Elementary
2021–2022 School Accountability Report Card

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SCHOOL INFORMATION
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BOARD OF EDUCATION
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SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a 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 webpage at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.

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

- To view our SARC online, please visit our website or scan the QR code above.

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, the county, and the state. 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) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at https://www.caschooldashboard.org.

SCHOOL PROFILE
Alta Vista Elementary is a single school Pre-Kindergarten through 8th grade elementary district located in an unincorporated region east of Porterville in Tulare County. Snug against the Sierra foothills, the district is six-square miles.

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	**Percentage**
Female	44.4
Male	55.6
Non-Binary	
American Indian or Alaska Native	0.6
Asian	0.2
Black or African American	
Filipino	0.2
Hispanic or Latino	86
Native Hawaiian or Pacific Islander	2.3
White	10.3
Two or More Races	0.4
EL Students	55.6
Foster Youth	0.8
Homeless	
Military	
Socioeconomically Disadvantaged	91.4
Migrant Education	11.9
Students with Disabilities	4.7

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	**Count**
K	59
1st	50
2nd	58
3rd	56
4th	54
5th	56
6th	62
7th	54
8th	65
Total	514

CONDITIONS OF LEARNING
The SARC provides the following information relevant to the Basic State Priority (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 ASSIGNMENT
The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.8	87.3	44.3	72.2	228,366.1	83.1
Intern Credential Holders Properly Assigned	1.8	7.3	1.8	3.0	4,205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	0.1	0.3	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	12.6	20.6	12,115.8	4.4
Unknown	1.3	5.3	2.4	3.9	18,854.3	6.9
Total Teaching Positions	25.0	100.0	61.3	100.0	274,759.1	100.0

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	N/A	N/A	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	N/A	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	N/A	N/A	N/A	N/A	N/A	N/A

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.0	N/A
Misassignments	0.0	N/A
Vacant Positions	0.0	N/A
Total Teachers Without Credentials and Misassignments	0.0	N/A

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	N/A
Local Assignment Options	0.0	N/A
Total Out-of-Field Teachers	0.0	N/A

Class Assignments		
	2020-21	**2021-22**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.8	N/A

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	8/22/2022
Data Collected:	August 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	Cafeteria: Fix or replace air vent cover. Intermediate Wing North: Room 5: HVAC Replacement.
INTERIOR: Interior Surfaces	Fair	Intermediate Wing North: Room 7: Bulkhead tile, fix one count. Intermediate Wing South: Room 11: Bulkhead tile, fix two count. Floor tile replacement. Restroom Intermediate Wing North: Ceiling tile. Primary Brick Building: Room 16: Ceiling tiles misaligned. Band Room: Cosmetic restoration on wall corners. Middle School Wing: M4, Middle School Wing: M5: Patch wall holes (.25").
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	Intermediate Wing North: Room 8: Hanging wires. Restroom Intermediate Wing North: Light switch plate. School Office: Wires exposed.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	Restroom Intermediate Wing South: Recently clogged, under construction. Primary Brick Building: Room 20: Fountain does not shut off automatically. Middle School Wing: M5, Middle School Wing: M6: Loose faucet. Middle School Wing: M3: Loose fountain. Preschool: Outside drinking fountain is not operating, loose faucets inside. Restrooms Middle School: Outside fountains, low pressure.
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	Cafeteria: Outside walkway is unfinished (cost prohibitive).
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Transitional Kindergarten: Wood chips need to be filled, large drop offs. Kindergarten Wing: K1, Kindergarten Wing: K2: Window gap.

SCHOOL FACILITIES

Alta Vista Elementary was originally constructed in 1951 and is comprised of 25 permanent classrooms, five portable classrooms, a multipurpose room, a library, a staff lounge, a computer lab, three playgrounds, a family support center, and two preschools. During the 20-21 school year, AVESD built three new kindergarten classrooms that were the required size. This included a new playground, driveway, and recreational items.

Cleaning Process

The principal works daily with custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review. With the new Covid-19 guidelines, the cleaning process is very thorough in terms of cleaning and disinfecting. New equipment was purchased to improve the cleaning process and enhance efficiency.

Maintenance and Repair

District maintenance staff ensures that 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 that efficient service and highest priority are given to emergency repairs. In the last year, the district has renovated the playground, removed dying and dangerous trees, professionally trimmed all the remaining trees, replanted all grass surfaces, and began an aggressive repair program that includes painting and repair of the buildings.

INSTRUCTIONAL MATERIALS

The school district holds a public hearing annually to determine that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are provided standards-aligned textbooks or instructional materials, or both, in core subjects to use. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, ensuring the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS
The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2022-23 Instructional Materials			
Subject	**Textbooks and Other Instructional Materials / Year of Adoption**	**From Most Recent Adoption?**	**Percent of Students Lacking Own Assigned Copy**
English / Language Arts	Grades: K-5th / Course: English/Language Arts / Publisher: Cengage Learning / Adoption: 2017 Grades: 6th-8th / Course: English/Language Arts / Publisher: Houghton Mifflin/Harcourt / Adoption: 2017 Grades: K-5th / Course: ELD / Publisher: MacMillan/ McGraw Hill / Adoption: 2010 Grades: 6th-8th / Course: ELD / Publisher: National Geographic / Hampton Brown / Adoption: 2009	Yes Yes Yes Yes	0 0 0 0
Mathematics	Grades: K-8th / Course: Mathematics / Publisher: McGraw-Hill / Adoption: 2018	Yes	0
History / Social Science	Grades: K-5th / Course: History/Social Studies / Publisher: Weekly Studies / Adoption: 2018 Grades: 6th-8th / Course: History/Social Studies / Publisher: McGraw-Hill / Adoption: 2018	Yes Yes	0 0
Science	Grades: K-8th / Course: Science / Publisher: Houghton Mifflin / Adoption: 2019	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

PUPIL ACHIEVEMENT AND OUTCOMES
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).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS
The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at https://www.caaspp-elpac.cde.ca.gov/caaspp/. The CAASPP System consists of the following assessments:
- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim 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 value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS
The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject			
	School	**District**	**State**
	2021-22	**2021-22**	**2021-22**
English Language Arts/Literacy (Grades 3-8 and 11)	13	33	47
Mathematics (Grades 3-8 and 11)	6	20	33
Science (Grades 5, 8, and 10)	7	7	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	349	343	98.28	1.72	13.41
Male	195	192	98.46	1.54	11.98
Female	154	151	98.05	1.95	15.23
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	300	297	99.00	1.00	14.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	33	31	93.94	6.06	6.45
Two or More Races	--	--	--	--	--
EL Students	187	184	98.40	1.60	7.61
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	322	317	98.45	1.55	11.99
Migrant Education	43	43	100.00	0.00	16.28
Students with Disabilities	17	17	100.00	0.00	0.00

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	350	345	98.57	1.43	6.38
Male	195	193	98.97	1.03	6.74
Female	155	152	98.06	1.94	5.92
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	300	298	99.33	0.67	6.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	33	31	93.94	6.06	3.23
Two or More Races	--	--	--	--	--
EL Students	187	185	98.93	1.07	4.86
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	322	317	98.45	1.55	5.36
Migrant Education	43	43	100.00	0.00	6.98
Students with Disabilities	17	17	100.00	0.00	0.00

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	122	122	100.00	0.00	6.56
Male	69	69	100.00	0.00	4.35
Female	53	53	100.00	0.00	9.43
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	106	106	100.00	0.00	5.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	12	12	100.00	0.00	16.67
Two or More Races	--	--	--	--	--
EL Students	59	59	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	114	114	100.00	0.00	5.26
Migrant Education	13	13	100.00	0.00	7.69
Students with Disabilities	--	--	--	--	--

OTHER OUTCOMES
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):
- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT
In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.
The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2021-22 Physical Fitness Test Participation					
Grade	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
5th	98	98	98	98	98
7th	96	96	96	96	96

PUPIL ENGAGEMENT
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	550	529	228	43.1
Female	247	236	97	41.1
Male	303	293	131	44.7
Non-Binary				
American Indian or Alaska Native	3	3	1	33.3
Asian	1	1	0	0
Black or African American	0	0	0	0
Filipino	1	1	0	0
Hispanic or Latino	466	451	187	41.5
Native Hawaiian or Pacific Islander	13	12	9	75
White	64	59	30	50.8
Two or More Races	2	2	1	50
EL Students	321	317	118	37.2
Foster Youth	5	5	1	20
Homeless	4	4	3	75
Military				
Socioeconomically Disadvantaged	511	490	208	42.4
Migrant Education	65	63	18	28.6
Students with Disabilities	29	26	15	57.7

PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT

Parents and the community are very supportive of the educational programs at Alta Vista Elementary. Parents are encouraged to volunteer at the school, chaperone field trips, and organize fundraisers. Additional opportunities for involvement include: Parent Nights, Parent-Teacher Organization, School Site Council, and District English Learner Advisory Committee. The school receives additional support from the local philanthropic organizations annually to support programs and community needs.

Due to the impact of the Covid-19 crisis, the district improved several areas to encourage greater access for the parents. This district now has a new app that contains the most up to date information that the AVESD parents can access from their phone. It also includes access to the district website, access to district staff, and access to a phone call program. It is a well received addition to the school.

The post-pandemic environment has challenged us to bring back important avenues of communication and feedback this year and the process is slow but show signs progress.

SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY

The school provides a safe, clean environment for students, staff, and volunteers. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, and disaster drills are held regularly throughout the school. The School Site Safety Plan was last reviewed in September-November 2021 and approved February-March 2022. All revisions were communicated to the both the classified and certificated staff and placed on the school website. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Students are supervised throughout the day by certificated staff and classified staff. The parking lot is the designated area for student drop off and pick up. Visitors are required to check in at the school office upon arrival and required to return to the school office upon departure. The school has upgraded it emergency system and has working with the local Fire department to ensure student safety in the event of an emergency on campus.

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates					
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	3.37	0	11.27	0	0	0
District	1.21	0	3.59	0	0	0
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	11.27	0
Female	10.12	0
Male	12.21	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	10.73	0
Native Hawaiian or Pacific Islander	7.69	0
White	15.63	0
Two or More Races	0	0
EL Students	12.77	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	11.35	0
Migrant Education	9.23	0
Students with Disabilities	20.69	0

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.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

PROFESSIONAL DEVELOPMENT

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district typically offers four staff development days annually where the staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. In addition, each Wednesday is a shortened day, and teachers attend various training during this time including working with in their grade level PLC.

The district began a journey in Multi-tiered Systems of Support (MTSS) that has accounted for nearly 90% of our school-wide training this year. As always, professional development is also an individual process that we offer many opportunities throughout the year for staff to attend county-wide trainings in their area of expertise.

PROFESSIONAL DEVELOPMENT DAYS OFFERED
The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	14	14	14

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	0

AVAILABLE COUNSELING AND SUPPORT STAFF
The chart displays the support staff available to students at the school. Note: 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.

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

COUNSELING AND SUPPORT SERVICES
It is the goal of AVESD to assist students in their social and personal development as well as academics. The school provides processes and programs to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The Family Support Center (FSC) offers a wide range of services that promote the physical health of the student. The FSC has a Nurse Practitioner and a Nurses Aide. The Social-Emotional Learning Center (SELC) offers social-emotional and mental health support services to student and parents. The center includes a psychologist, a school counselor/social worker, and a Behavioral Intervention Technician.
Alta Vista Elementary School provides additional services for students with special needs, as identified by an Individualized Education Plan (IEP). Students may receive additional assistance from the Resource Specialist Teacher, the Speech and Language Specialist, or the Psychologist who is on site for two days a week. The Tulare County Office of Education provides a wide range of services for the students and is here on a moments notice.
Students are identified as English Learners (EL) during the enrollment process and through the English Language Proficiency Assessment of California (ELPAC). Alta Vista Elementary provides English Language Development (ELD) through language development grouping and the use of integrated and designated teaching structures. ELD instruction is offered based on grade levels and students are grouped within the class to best fit the desired outcome of the instruction.

CLASS SIZE DISTRIBUTION
The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.
*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
K	19	18	20	4	3	4			1			1
1st	28	21	25	2	1	3	1	2		1		1
2nd	27	19	29	3	3	3				1		1
3rd	29	19	28	3	3	3				1		1
4th	23	18	36	2	3		3		2	1		1
5th	23	30	37	3			10	4	2	1		1
6th	19	23	33	14	2		13	10	16			1
Other		9			4							

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
English	20	24	30	11	3		6	3	9	1	2	3
Mathematics	29	30	30				3	2	3	1	2	1
Science	29	30	30				3	2	4	1	2	2
Social Science	29	30	29				4	2	5		2	1

DISTRICT REVENUE SOURCES
In addition to general state LCFF funding, Alta Vista Elementary School District receives state and federal funding for the following categorical funds and other support programs:
- Title I
- Title II
- Title III
- Title IV
- ESSER 1, 2, & 3
- ELOP
- Educator Effectiveness

SCHOOL AND DISTRICT EXPENDITURES
The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.
For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 14,319
School: From Supplemental/Restricted Sources	$ 3,251
School: From Basic/Unrestricted Sources	$ 8,913
District: From Basic/Unrestricted Sources	$ 8,913
Percentage of Variation between School & District	0 %
State: From Basic/Unrestricted Sources	$ 6,594
Percentage of Variation between School & State	35.17 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2020-21 Average Salary Information		
	District	**State**
Beginning Teachers	$ 50,347	$ 46,844
Mid-Range Teachers	$ 77,498	$ 73,398
Highest Teachers	$ 102,599	$ 93,345
Elementary School Principals	$ 144,944	$ 116,457
Middle School Principals	$ 0	$ 122,115
High School Principals	$ 0	$ 0
Superintendent	$ 187,987	$ 136,296
Teacher Salaries	31 %	30 %
Administrative Salaries	6 %	6 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2020-21 Average Teacher Salary	
School	$ 80,473
District	$ 80,473
Percentage of Variation between School & District	0 %
All Similar School Districts	$ 74,053
Percentage of Variation between School & State	8.67 %

DISCIPLINE AND CLIMATE FOR LEARNING

A warm, nurturing atmosphere and an effective learning program provide the basis for Alta Vista's discipline program. Students learn in an environment that emphasizes rigorous academics, high expectations, and positive intervention to encourage student growth academically as well as socially. School rules and policies are distributed to parents and students during orientation at the beginning of the year, and are reviewed throughout the year in the parent/student handbook, parent conferences, Back-to-School and school assemblies. An automated phone system and a modern phone app keeps parents up-to-date on upcoming events and the school had adopted the policy of sending home flyers for parents not accustomed to technology communication.

The school participates in the Tulare County Office of Education program Character Counts!, which emphasizes the six pillars of character: caring, responsibility, trustworthiness, citizenship, fairness, and respect. The district has initiated the Positive Behavior Intervention and Supports (PBIS) and PBIS Rewards with our WINGS initiative to educate students on appropriate interactions among family, friends, students, and the community.

SCHOOL LEADERSHIP

Leadership at Alta Vista is a responsibility shared among district administration, the superintendent, principal, instructional staff, students, and parents.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include:
- Academic Coach
- Leadership Team
- School Site Council
- English Learner Advisory Council (ELAC)
- Parent Night
- Wellness Committee
- Focus Groups

STUDENT RECOGNITION

The school recognizes and celebrates the achievements and successes of students and staff on a regular basis. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. In addition to verbal praise and motivational incentives, ongoing recognition programs include:
- Participation in dances
- Participation in graduation ceremony
- Presidential Award
- Individual Classroom Recognition
- The Eagle Games
- WINGS Awards
- Academic Achievement Awards