

# Arroyo Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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.

#### **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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Arroyo Elementary School
<b>Street</b>	11112 Coronel Road
<b>City, State, Zip</b>	Santa Ana, CA 92705
<b>Phone Number</b>	(714) 730-7381
<b>Principal</b>	Katy Sheyka
<b>Email Address</b>	ksheyka@tustin.k12.ca.us
<b>Website</b>	<a href="https://www.tustin.k12.ca.us/arroyo">https://www.tustin.k12.ca.us/arroyo</a>
<b>County-District-School (CDS) Code</b>	30-73643-6030548

Entity	Contact Information
<b>District Name</b>	Tustin Unified School District
<b>Phone Number</b>	(714) 730-7301
<b>Superintendent</b>	Gregory A. Franklin, Ed.D.
<b>Email Address</b>	gfranklin@tustin.k12.ca.us
<b>Website</b>	<a href="https://www.tustin.k12.ca.us">https://www.tustin.k12.ca.us</a>

### School Description and Mission Statement (School Year 2019-20)

Arroyo Elementary School's Vision: To create a sense of community that inspires lifelong learning, social responsibility, and academic success.

Arroyo prides itself in delivering a 21st century instructional program that is differentiated to meet the needs of its diverse learners. In addition to providing students with a standards based curriculum, Arroyo teachers feel strongly that a balanced program is essential to meeting the needs of the whole child. As such, Arroyo provides students with opportunities to participate in activities that promote the arts, physical well-being, and projects that promote community service.

Arroyo's instructional goals are to increase the percentage of students scoring at "standard met" or "standard exceeded" in both the CAASPP ELA and Math Interim Assessment Blocks. Progress is monitored through a variety of means such as Running Records, teacher created common assessments, classroom observation and anecdotal records, as well as the results from the Interim Assessments. Progress is monitored regularly, with formal assessments being given at least once per trimester. Moreover, teachers engage in weekly focused grade level collaboration where they discuss student progress and outcomes as well as best practices in support of student success.

Arroyo is proud to have a very active PTA that funds a variety of school wide programs to support students. Our school wide instructional focus this year is CGI math. We also have a reading intervention program whereby certificated teachers provide reading support to small groups of students utilizing the Fountas and Pinnell Leveled Literacy Intervention System as well as a "book club" format for 3rd-5th grade students. In support of student wellness this year, a Social Emotional Learning Coach was hired to provide social skills learning opportunities to our students and support families as needed. Our certificated PE teacher provides standards based physical education instruction once a week to all students, giving teacher release time for grade level collaboration. Students are also provided with John Yeiser music assemblies, Art Masters art assemblies, as well as cultural arts assemblies throughout the year. Finally, we have a 21st century Mustang Maker Space where students engaging in coding, and engineer and design, hands-on learning experiences.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Kindergarten</b>	90
<b>Grade 1</b>	97
<b>Grade 2</b>	96
<b>Grade 3</b>	117
<b>Grade 4</b>	109
<b>Grade 5</b>	131
<b>Total Enrollment</b>	640

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.2
Asian	13.3
Filipino	1.1
Hispanic or Latino	18
White	55.9
Two or More Races	10.6
Socioeconomically Disadvantaged	8.3
English Learners	1.6
Students with Disabilities	6.9
Homeless	

## 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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23	24	25	913
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	48

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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.

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

**Year and month in which data were collected:** September 2019

On September 9, 2019, the Tustin Unified School District Board of Education verified by resolution that each student at this school has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State of California.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>State-Adopted Textbooks</p> <p>Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned with state standards. The Units of Study for Teaching Reading and the Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins as well as K-2 Phonics Lessons by Irene Fountas and Gay Su Pinnell are the state adopted textbooks for the District. The Tustin Unified School District Board of Education approved these textbooks for adoption on December 12, 2016.</p> <p>Supplemental Textbooks and Materials</p> <p>Students have access to classroom libraries containing both literature and non-fiction text.</p>	Yes	0%
<b>Mathematics</b>	<p>State-Adopted Textbooks</p> <p>Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton Mifflin Harcourt California Math Expressions Common Core (2015) is the state adopted core curriculum for the District. The Tustin Unified Board of Education approved this textbook for adoption on June 9, 2014.</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	<p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.</p> <p>Supplemental Textbooks and Materials This curriculum is aligned to the Next Generation Science Standards and incorporates the three-dimensional learning model including cross-cutting concepts, science and engineering practices and disciplinary core ideas. Digital interactive curriculum is used in grades TK-5 and is supported with inquiry-based, hands-on exploration activities.</p>	Yes	0%
<b>History-Social Science</b>	<p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Harcourt Reflections (K-5), 2007 is the state adopted core curriculum for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 26, 2007.</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Health</b>	State-Adopted Textbooks Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Health curriculum materials are incorporated in the Science textbooks in elementary school. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.	Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

The Tustin Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction (OPSC). The results of this survey are available at the school office, the District office, or on the Internet at <https://tinyurl.com/TUSD-Facility-Inspection-Tool>. The District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Arroyo Elementary is a school that was built in 1965. During the summer of 2016 Arroyo received a major construction upgrade, demolishing the old portables that had been there since 1972, with nine brand new portables. There were also upgrades made to the sidewalks, railings and the blacktop. During the summer of 2007 Arroyo received a new roof. In the past few years the Arroyo PTA has worked in coordination with TUSD to complete several renovation projects on the campus. A new kindergarten playground area was completed that included new play structures, grass, and slurring. Also, new concrete was poured in the quad area to eliminate muddy areas in the center quad. The front of the school was completely re-landscaped. Several years ago further renovations were done to the campus through a bond that included: renovated restrooms, new drinking fountains, a new parking lot, new sinks and cabinets in each classroom, new classroom doors, and a renovated office building which included an additional restroom. In the Fall of 2010 a new electronic marquee was purchased and installed by our PTA at the front entrance of the school.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 09/23/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	73	70	63	62	50	50
Mathematics (grades 3-8 and 11)	77	75	53	53	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 ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	355	352	99.15	0.85	70.17
Male	190	189	99.47	0.53	64.55
Female	165	163	98.79	1.21	76.69
Black or African American					
American Indian or Alaska Native					
Asian	50	50	100.00	0.00	90.00
Filipino	--	--	--	--	--
Hispanic or Latino	60	59	98.33	1.67	50.85
Native Hawaiian or Pacific Islander					
White	208	206	99.04	0.96	68.93



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	34	34	100.00	0.00	79.41
Socioeconomically Disadvantaged	35	35	100.00	0.00	51.43
English Learners	--	--	--	--	--
Students with Disabilities	39	38	97.44	2.56	42.11
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
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.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	355	352	99.15	0.85	74.72
Male	190	189	99.47	0.53	75.13
Female	165	163	98.79	1.21	74.23
Black or African American					
American Indian or Alaska Native					
Asian	50	50	100.00	0.00	90.00
Filipino	--	--	--	--	--
Hispanic or Latino	60	59	98.33	1.67	62.71
Native Hawaiian or Pacific Islander					
White	208	206	99.04	0.96	70.87
Two or More Races	34	34	100.00	0.00	94.12
Socioeconomically Disadvantaged	35	35	100.00	0.00	54.29
English Learners	--	--	--	--	--
Students with Disabilities	39	38	97.44	2.56	47.37
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
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.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	10.1	36.4	48.1

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.

## 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)

There are many opportunities in the district for parental involvement through participation in parent surveys, support organizations, booster clubs, school site councils, DELAC and district-level advisory committees with the superintendent.

Families are involved in all aspects of Arroyo. Through the School Site Council Meetings, PTA meetings and other less formal meetings, parents are brought into our school community to discuss and support our school vision and mission. They provide after school enrichment opportunities for our students, volunteer in classrooms, support campus safety and facilitate a campus beautification and recycling program. Our families are actively involved in family nights, fundraiser dinners and efforts and our annual carnival, Variety Show, Fitness week and more. Teachers meet with each parent at least once a year to review their student's current levels and set academic goals for the year. Our PTA maintains a PTA website to inform and connect with parents. We also send our parents an E-Blast every Sunday night with celebrations of the week and upcoming events and volunteer opportunities. Parents worked over 17,000 hours at the school last year. The parent volunteer work includes reading with students, assembling classroom instructional materials, assisting with our physical education program, launching and building a MakerSpace, helping in the library and assisting students in math and writing. For more information on parent involvement contact Katy Sheyka, Principal, 714-730-7381.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.2	0.0	0.2	2.8	2.7	2.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Date Last Reviewed by School Site Council: 10-25-19

Date Updated and Approved by School Site Council: 12-4-18 (Pending 2-14-20)

Date Discussed by Staff: 08-10-19

Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, routine and emergency (SEMS); suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; discrimination/harassment policy; provisions of any school-wide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; hate crime reporting; school safety goals and objectives. We run monthly drills and work closely with our Student Services department to ensure that we have updated procedures and practices in place to ensure school-wide safety.

## 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.

### 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	17	4	1		14	6			15	6		
1	25		4		21	1	3		24		4	
2	24		4		25		4		24		4	
3	31		4		29		4		32		3	
4	29		4		34			3	33		1	3
5	32		3	1	33		3	1	33		1	3
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.

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

Title	Ratio
Academic Counselors*	.0

\*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,777	\$2,484	\$7,293	\$86,289
District	N/A	N/A	\$7,934	\$86,495.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and District</b>	N/A	N/A	-8.4	1.7
<b>State</b>	N/A	N/A	\$7,506.64	\$82,403.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	-16.6	10.4

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.

## Types of Services Funded (Fiscal Year 2018-19)

In addition to base funding, Arroyo Elementary School receives LCFF-EL and site supplemental funds to support all students and student subgroups in academic achievement. The Tustin Public Schools Foundation and site PTO/PTA also supports the school with donations and financial support throughout the year to support school-wide programs and events for students. The school's School Plan for Student Achievement (SPSA) identifies student needs and addresses specifically how these categorical funds will support student learning and achievement through a Multi-Tiered System of Supports. The base and supplemental funds are used to provide tiered and targeted supports or interventions for at-risk students in the areas of academics, behavior and social-emotional learning, and absenteeism, professional development, instructional materials, additional personnel to support all students in accessing academic standards, and technology resources.

LCFF - ELL funds were used to support students in designated small group instruction and used for ELPAC administration. PTA Funding provides for a credentialed Physical Education teacher who teaches all students in grades 1-5 once a week. The PTA also funds our school counselor who supports students in all grade levels in Social Emotional Learning. The PTA also funds intervention teachers to support students struggling in reading. They have also funded a MakerSpace Para-educator to support teachers and students with implementation of Next Generation Science Standards. Technological equipment such as SMARTBoards, iPads, projectors, classroom computers, Makerspace, and our mobile computer lab are funded by our PTA as well as District and site-based funds.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$51,636	\$48,612
<b>Mid-Range Teacher Salary</b>	\$83,297	\$74,676
<b>Highest Teacher Salary</b>	\$110,872	\$99,791
<b>Average Principal Salary (Elementary)</b>	\$139,850	\$125,830
<b>Average Principal Salary (Middle)</b>	\$158,854	\$131,167
<b>Average Principal Salary (High)</b>	\$162,561	\$144,822
<b>Superintendent Salary</b>	\$329,796	\$275,796
<b>Percent of Budget for Teacher Salaries</b>	35%	34%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	11

Tustin Unified School District provides dedicated time for professional development for all staff. Schools often provide additional professional development time based on specific school-site scheduling and budgetary decisions. The District provides intensive workshops in August during the week before school starts to provide teachers with new knowledge and enhanced skills for the upcoming year. Staff development opportunities are also offered after school and by release time throughout the school year. Additionally, professional development is provided one non-student day in the fall and one afternoon per month after school. New teachers are provided an extensive new teacher training program throughout the year to support their implementation of effective instruction.

At Arroyo we continue to learn passionately from each other as we strive to improve student achievement levels and meet each child's unique needs. This summer, Arroyo teachers participated in a Summer Institute. This training provided teachers with a differentiated menu of offerings that would support their instructional practice. Throughout this year, teachers will continue to get support through after school professional development and District-wide staff development days as well. These trainings are differentiated and give teachers opportunities to fine-tune instruction with regards to instructional development and planning. Arroyo's signature practice is CGI Math and therefore teachers will be afforded the opportunity to attend trainings at the UCLA Lab School as well as through the Orange County Department of Education, to further their knowledge in this subject area. Teachers will also be given opportunities for release time in order to observe other teachers as they instruct using the CGI model of instruction. New teachers are given an opportunity to participate in the Induction program which gives them valuable training as a new teacher. By working with their mentor teachers, they are given opportunities to observe and discuss issues that they face as new teachers and develop action plans to meet their goals. Monthly site-based professional development is provided through teacher selected "focus groups." This provides teachers the opportunity for a differentiated approach to PD, based on teachers' own needs at that particular time.

We are also extremely fortunate to have participated in the COTSEN family foundation Art of Teaching Program, and as Alumni, are given opportunities to attend professional development sessions through the foundation. The Fall Conference, Principal Breakfasts and Study groups, all provide teachers and administrators with training in "best practices" for instruction.

All teachers participate in school decision making by meeting weekly to evaluate curriculum, plan lesson delivery based on assessment data, share research, reflect on classroom practices, and confer about specific student challenges. Teachers and staff take advantage of two to three hours of the designated time for school site planning, curriculum and grade level planning, staff meetings, and site and district staff development.

Arroyo teachers are also given regular release time and grade-level planning days to work together on school-wide accountability for the CCSS. In grade-level teams, we conduct ongoing analyses of student performance data and adjust curriculum and long-range lesson plans accordingly. Grade level teams continue to map out strategies to meet standards and compare results of assessments to plan for additional staff development. By sharing strategies, teachers are able to pool understanding and organization of subject matter and develop meaningful data from assessments, as defined by the California State Standards for teaching and learning.

Paraprofessionals are given opportunities to participate in training as well, including supervision training, ABA training, etc.

Classified employees are given opportunities to participate in training, as well as to be part of the Classified Leadership Academy. These opportunities are optional but provide employees with additional training and support that they may need to further develop their professional goals.

The Arroyo professional development focuses each year is derived from the site signature practice; in the 2015-16 school year that focus was on Balanced Literacy, while in 2016-17 and 2017-18 the Signature practice is expanding the CGI work. In 2018-2019 the emphasis has been primarily focused on mathematical practices, social-emotional learning, and digital storytelling.