

Arovista Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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.

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Arovista Elementary School
Street	900 Eadington Dr. Brea, CA 92821
City, State, Zip	Brea, CA 92821-5298
Phone Number	(714) 529-2185
Principal	Karen VanDine
E-mail Address	kvandine@bousd.us
Web Site	http://arovista.bousd.us
CDS Code	30664496027445

District Contact Information	
District Name	Brea Olinda Unified School District
Phone Number	(714) 990-7800
Superintendent	Dr. Brad Mason
E-mail Address	bmason@bousd.us
Web Site	www.bousd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Welcome to Arovista Elementary School! This report provides parents and community members with information about our school's achievements, resources, students, and staff. Since home and school unity and cooperation are keys to school success, we hope that you will gain a better understanding of our community school through the information provided. We encourage all community members to visit and become familiar with our unique school. Arovista Elementary School has a long-standing tradition of excellence. We continue to explore new educational ideas and trends to improve our effectiveness with the children. Our curriculum consists of a well-planned balance of academic, creative, and technological pursuits. Personal growth in academics, character building, and physical and emotional well-being are emphasized throughout the student's day and in all areas of study. As students progress through each grade level, they build a solid educational foundation as well as a strong sense of personal, family, and community values. Administrators, teachers, staff and volunteers serve as role models to promote positive citizenship in a respectful and nurturing manner. School staff and local community members together believe that a secure, stimulating environment fosters excellence and achievement in all students.

Mission Statement: Arovista Elementary School sees its mission as providing a secure and stimulating environment conducive to academic and personal success in which students will acquire the knowledge, skills, and creativity necessary to participate effectively in an ever-changing society. Arovista Elementary believes this can be accomplished in a spirit of cooperation among staff, students, parents, and community.

Vision Statement: Arovista is a safe and nurturing school that provides challenging opportunities for both academic and social growth by utilizing rigorous, differentiated, creative, and relevant learning experiences. Arovista students will be responsible, cooperative, and caring contributors to our community prepared to meet the demands of an ever-changing future.

School Profile: Arovista Elementary is a community school located in the southwest section of the city of Brea. Arovista Elementary School follows a traditional school calendar for TK-6 students. For working parents, an extended child care program provides a safe environment for TK-6 students before school, after school, and during extended school holiday periods. In addition to the child care center, Arovista Elementary School hosts the special education preschool program for preschoolers in the areas of speech, language, pre-academics, and motor-skill development.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	93
Grade 1	68
Grade 2	73
Grade 3	65
Grade 4	65
Grade 5	65
Grade 6	74
Total Enrollment	503

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0
Asian	5
Filipino	1
Hispanic or Latino	47.1
Native Hawaiian or Pacific Islander	0.6
White	44.1
Two or More Races	0.4
Socioeconomically Disadvantaged	35.6
English Learners	18.9
Students with Disabilities	6.2
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

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 Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	21	20	20	244
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 10/2016

Brea Olinda Unified School District held a Public Hearing on October 10, 2016, and determined 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 given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. All textbooks from core curricular areas for grades K-8 were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. Materials adopted for grades 9-12 were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or the local governing board and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-5 Houghton Mifflin Adoption Year: 2009 Grade 6 Holt Adoption Year: 2003	Yes	0
Mathematics	Grades K-6 HMH Go Math 2015	Yes	0
Science	Grades K-6 Houghton Mifflin Adoption Year: 2007	Yes	0
History-Social Science	Grades K-6 Harcourt Brace Adoption Year: 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Students feel comfortable and safe on school grounds before, during and after school. During school hours, students are supervised by school faculty and staff. The school facility includes sufficient classroom space to meet the needs of an enrollment of over 460 students. The playground sufficiently provides play areas for students with the assistance of block scheduling to facilitate efficient usage of the playground. To ensure optimal learning opportunities, faculty and staff coordinate classroom facility usage to include intervention instruction. The 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. The results of this survey are available at the school office or at the district office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

Age of School Buildings

This school has 28 classrooms, a multipurpose/cafeteria room, a library/media lab and an office with teacher workroom and health clerk room. The main campus was built in 1956, additions were constructed in 1960-61. Portable classrooms and library/media lab were added in 1991.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. 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. As of January 2017, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school. Current Facilities Inspection was completed in January, 2017.

Cleaning Process and Schedule

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 or at the district office. The Principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: January, 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			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January, 2017				
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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	57	58	67	66	44	48
Mathematics	52	55	58	58	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	68	67	98.5	55.2
	4	64	63	98.4	60.3
	5	65	64	98.5	67.2
	6	75	73	97.3	49.3
Male	3	41	41	100.0	53.7
	4	37	36	97.3	58.3
	5	35	34	97.1	52.9
	6	34	33	97.1	42.4
Female	3	27	26	96.3	57.7
	4	27	27	100.0	63.0
	5	30	30	100.0	83.3
	6	41	40	97.6	55.0
Black or African American	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	22	22	100.0	63.6
	4	35	35	100.0	57.1
	5	28	28	100.0	64.3
	6	35	33	94.3	30.3
White	3	36	35	97.2	51.4
	4	24	24	100.0	70.8
	5	33	32	97.0	71.9
	6	33	33	100.0	60.6
Socioeconomically Disadvantaged	3	20	20	100.0	50.0
	4	29	29	100.0	37.9
	5	25	25	100.0	40.0
	6	28	27	96.4	29.6
English Learners	3	--	--	--	--
	4	12	12	100.0	
	5	--	--	--	--
	6	11	10	90.9	10.0
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	68	67	98.5	59.7
	4	64	63	98.4	57.1
	5	65	64	98.5	63.5
	6	75	74	98.7	43.2
Male	3	41	41	100.0	63.4
	4	37	36	97.3	66.7
	5	35	34	97.1	60.6
	6	34	33	97.1	45.5
Female	3	27	26	96.3	53.9
	4	27	27	100.0	44.4
	5	30	30	100.0	66.7
	6	41	41	100.0	41.5
Black or African American	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	22	22	100.0	68.2
	4	35	35	100.0	45.7
	5	28	28	100.0	53.6
	6	35	34	97.1	20.6
White	3	36	35	97.2	57.1
	4	24	24	100.0	70.8
	5	33	32	97.0	71.9
	6	33	33	100.0	54.5
Socioeconomically Disadvantaged	3	20	20	100.0	65.0
	4	29	29	100.0	31.0
	5	25	25	100.0	45.8
	6	28	28	100.0	21.4
English Learners	3	--	--	--	--
	4	12	12	100.0	16.7
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	11	11	100.0	18.2
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	88	84	78	79	80	76	60	56	54

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	65	63	96.9	77.8
Male	35	33	94.3	66.7
Female	30	30	100.0	90.0
Hispanic or Latino	28	28	100.0	71.4
White	33	32	97.0	81.3
Socioeconomically Disadvantaged	25	24	96.0	58.3

Note: 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.

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.1	22.2	50.8

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.

C. Engagement

State Priority: Parental Involvement

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 schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Family, school, district, and community resources available to assist all students:

- Character Counts within school/community culture
- Trimester Awards Ceremony-Honor Roll
- Student Council
- Service Learning Projects
- PTA
- School Site Council
- ELAC
- Title I Parent Compact
- BEST Track Meet
- Classroom Volunteers
- Round Up Carnival
- Essay Contests
- District Spelling Bee
- EL Materials/Resources available to parents

Title 1 Parent/School Compact:

Arovista Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

School Responsibilities

Arovista Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

From our School Plan:

All students are given assessments in the final trimester in both language arts and math. All assessment results are shared with next year's grade level teachers to help identify student placement and proficiency level. Assessment results may be obtained from the principal at the school office or on IlluminateEd.

Focus will continue to be on students at risk of retention; those performing below grade level. These students have been identified and will receive an Individual Intervention Plan (IIP) if they are determined to be a retention candidate. Our English Learner and Title

1 student will also be targeted for extra help. Interventions are continuously re-evaluated and in place for this school year. Monitoring will take place on a regular basis and in some instances on an as needed basis. We will continue to designate these students as “Kids to Watch”. We will make sure we do not leave these students without extra follow-up.

Family, school, district and community resources available to assist identified (below proficient) students:

- After school tutoring may be offered at various grade levels by teachers
- Differentiated Instruction and Curriculum
- Small group instruction
- Guided reading groups
- AR program
- Imagine Learning
- Discussions for Learning
- Extended Media Lab hours
- Student Study Teams
- IEPs, IIPs, 504 Plans
- Spatial-Temporal Math Reasoning (Jiji Math)
- Music/piano lessons
- Intervention block (Arovista Allstar Reading Time-AART)
- Supplemental Educational Services
- Kindergarten Connection (EL Students)

Resources provided for our ELL students:

- LCFF instructional aides work with certificated teachers to coordinate differentiated instruction to English Learner students.
- CELDT tests are administered, by trained personnel, to all EL students to determine levels of proficiency.
- Imagine Learning supplemental on-line intervention
- Discussions for Learning Program

Resources available for GATE students:

- GATE folders with individualized plans are carefully followed by the classroom teacher. The goals are written in partnership with the parents and students and reviewed at each grading period. Differentiated Instruction is the primary instructional strategy.
- GATE Clustering in classrooms

Resources available to students performing below grade level standards:

- Part-time Literacy Specialist (credentialed teacher) for reading intervention
- An Individual Intervention Plan (IIP) is written for each at-risk student.
- Teachers share ways to differentiate the instruction and collaborate as grade levels to discuss strategies and ideas.
- Parent and other adult volunteers are recruited to offer assistance in the classroom.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement.

3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:

Under-performing Title I students will receive progress reports at mid-trimester. All students will receive report cards each trimester. This will enable all Title I students and parents to receive progress reports approximately every six weeks.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

All teachers have e-mail accounts, phone access at school during non-teaching time, and weekly communication with parents via agendas, classroom work, newsletters and websites.

5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities as follows:

Back to School Night will offer sign up opportunities and parents are free to contact teachers via tools outlined in statement four above.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television our children watch.
- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State’s Committee of Practitioners, The English Learner Advisory Committee (ELAC) or other school advisory or policy groups.

Parents and the community are very supportive of the educational program at Arovista Elementary. We have an active PTA, ELAC, and School Site Council. Many parents serve on committees for our PTA and volunteer in our classrooms. Anyone interested in becoming involved in our school activities may contact our school office at (714) 529-2185 and ask to be connected with the appropriate committee chairperson.

State Priority: 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.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.0	0.7	1.7	2.3	1.7	2.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

School Climate: Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, assigned staff members supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. Development of the safety plan was a joint effort of school staff and School Site Council. Brea Police Department and Fire Department were consulted in the writing and development of our plan. Our action plan has four primary goals. They are: 1) All students and staff members are provided a safe learning and teaching environment. 2) All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities. 3) District programs and approved community resources are made available to students and parents. 4) Our school will provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. Annually, the school evaluates and updates the plan. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2013-2014
Year in Program Improvement*	Year 2	Year 1
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	29		4		29		4		25		3.5	
1	26		2		28		2		25		2.5	
2	29		2		28		2		28		2.5	
3	27		3		28		3		26		2.5	
4	34		1	1	29		2		29		2	
5	33		1	2	34			2	31		2	
6	36			2	32		1	2	36		2	
Other	14	1			14	1			10	2		

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,066	\$847	\$4,219	\$74,939
District	N/A	N/A	\$6,300	\$75,618
Percent Difference: School Site and District	N/A	N/A	-33.0	-0.9
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	-25.7	4.8

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

Types of Services Funded (Fiscal Year 2015-16)

Arovista provides Alternate Supports to our most struggling students. We have hired a part-time credentialed Literacy/Intervention teacher to support these students withing the regular school day.

In addition, Arovista Elementary School hired 4 instructional aides to support students in classrooms who struggle in reading and/or math with Title 1 funds. Our English Learner community is supported by 2 additional instructional aides with LCFF funding.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,244	\$43,821
Mid-Range Teacher Salary	\$74,901	\$69,131
Highest Teacher Salary	\$96,218	\$89,259
Average Principal Salary (Elementary)	\$111,519	\$108,566
Average Principal Salary (Middle)	\$117,821	\$115,375
Average Principal Salary (High)	\$136,574	\$125,650
Superintendent Salary	\$232,180	\$198,772
Percent of Budget for Teacher Salaries	37%	37%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

All curriculum development by Arovista and Brea Olinda Unified School District is aligned to the California State Content Standards and Frameworks, and the school's Single Plan for Student Achievement. At the District level, a team of administrators specializing in curriculum and instruction development identifies where and why students are not meeting proficiency levels and develops a plan to increase achievement in identified areas. After District goals and expectations are set, this team reaches out to schools through needs assessment surveys regarding individual school concerns and needs. Using results from the survey, combined with data analysis from standardized tests and District assessments, the committee creates a plan that is implemented at all schools.

Arovista develops its own plan for training activities to improve instruction and to increase student proficiency. The California Department of Education requires schools to develop improvement plans (Single Plan for Student Achievement) based upon analysis of pupil achievement in meeting State standards for student proficiency. Each year, the plan is reviewed and updated to reflect the changing needs of Arovista students.

During the 2014-17 school years, District specialists and school leadership teams reviewed and updated achievement plans using student assessment data. Findings were used to choose staff development workshops for District-wide implementation and supplemental school-level activities.

Arovista Elementary School staff participated in the following training activities held during 2014-17:

- Professional Learning Communities
- Analysis of Current Practice
- Analysis of Student Performance Data and Grade Level Goals
- Common Core State Standards Training
- Positive Behavioral Interventions and Supports (PBIS)
- Response to Intervention (RTI)
- Illuminated Ed In-Service
- Technology Training
- Guided Language Acquisition Design (GLAD) Training
- Computer Using Educators (CUE) Conference
- OC CUE
- Cognitive Guided Instruction (CGI)
- Google Training for teachers
- Project Based Learning (PBL)
- STEM Training (
- CAMSP-STEM Grant)
- Thinking Maps
- BOUSD District TOSA Team
- NAMI Mental Illness Training
- Social Emotional Learning Training
- Literacy Training
- I Teach Kindergarten Conference