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
School Name	Arroyo Elementary School
Street	1700 East 7th Street
City, State, Zip	Ontario CA 91764
Phone Number	909-985-1012
Principal	Kristie Bennett
Email Address	kristie.bennett@omsd.net
Website	https://www.omsd.net/Domain/8
County-District-School (CDS) Code	36-67819-6036123

Entity	Contact Information
District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
Website	https://www.omsd.net

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

Arroyo Elementary School, an International Baccalaureate (IB) World School, offers the IB Primary Years Program for students in Transitional Kindergarten through Sixth Grade.

Student questions guide learning through the inquiry process. Arroyo students participate in weekly enrichment classes in the areas of Music, Technology, Physical Education, and Spanish language.

Arroyo students think critically, developing as caring individuals who take action in our community and world as exemplified by our mission statement: "Through reflection and inquiry, we strive to be an action-driven community of knowledgeable and caring world-changers."

Arroyo is a 'Partnership for 21st Century Learning Exemplar' school, recognized nationally for a commitment to learning through the 4 C's: Communication, Collaboration, Creativity, and Critical Thinking.

The school has been recognized for its Positive Behavior Interventions and Supports (PBIS) program implementation, receiving Gold Awards at the state and county levels for two consecutive years.

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

Grade Level	Number of Students
Kindergarten	63
Grade 1	54
Grade 2	51
Grade 3	53
Grade 4	68
Grade 5	56
Grade 6	58
Total Enrollment	403

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.2
Asian	1.7
Filipino	0.5
Hispanic or Latino	90.8
Native Hawaiian or Pacific Islander	0.2
White	2.5
Two or More Races	3
Socioeconomically Disadvantaged	85.4
English Learners	21.3
Students with Disabilities	11.4
Foster Youth	1
Homeless	7.7

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	19	20	18	963
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9

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: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-6 Wonders (McGraw-Hill) - Adopted 2016	Yes	0%
Mathematics	TK-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards. *TK mathematics materials are from the most recent state adoption.	No	0%
Science	TK- Big Day Houghton-Mifflin- Adopted 2016 K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	Yes	0%
History-Social Science	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-5 California Vistas (Macmillan/McGraw-Hill) - Adopted 2006* 6-8 My World Interactive (Pearson) - Adopted 2018 *K-6 History/Social Science materials are not from the most recent state adoption; however, the district is in the selection phase to adopt new materials. The district has determined through local review that the materials are still aligned to current state standards.	Yes	0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008 6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Arroyo Elementary School has adequate classroom, staff, and ancillary spaces. Arroyo has 23 classrooms, a multipurpose room, five support staff offices, a library, and an administration building. The main campus was built in 1967. Three portable classrooms remain on the campus and the campus has been approved to add up to four additional portable buildings should enrollment increase. Arroyo is committed to providing a safe, clean environment conducive for learning for students. To promote safety, Arroyo Elementary School is a closed campus; gates are closed during the school day and visitors must enter through the front office and present their California ID badges through the RAPTOR system. Visiting district staff must also present their district badges. Signage has been placed at all gates directing visitors to check in at the office. Arroyo School offers student supervision thirty minutes prior to the start of school, throughout the school day, and after school at dismissal time. Supervision is provided by site administrators, certificated staff members, and classified proctors and support staff. Arroyo Elementary School was not required to have a William's inspection this year. The most recent annual Facility Inspection took place on August 20, 2019 and Arroyo received an overall rating of 'Good' at 98.65%. In addition,the categories of Systems, Cleanliness, Restrooms/Fountains, and Structures received ratings of 'Exemplary'. Regular facility inspections are completed by the custodial staff and administration. Work orders are entered immediately when repairs are needed. All recommendations outlined in the Facility Inspection Tool (FIT) report have been completed, as outlined in the following section of the SARC. During summer break 2019 a new drainage system was added to the front of the school to assist with pooling water with the heavy rains.

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: August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Good	Repaired tackboard on south side of interior office that is torn. Replaced missing ceiling tile.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Poor	Removed old kiln from custodial room. Replaced skirting on portable.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	Installed gang blanks in two locations. Replace four lights missing diffusers.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	N/A
Safety: Fire Safety, Hazardous Materials	Good	Replaced broken handle on two fire extinguisher cabinets.
Structural: Structural Damage, Roofs	Good	N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	N/A
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 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)	44	34	43	44	50	50
Mathematics (grades 3-8 and 11)	31	30	31	36	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	237	235	99.16	0.84	34.47
Male	121	121	100.00	0.00	32.23
Female	116	114	98.28	1.72	36.84
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	217	217	100.00	0.00	34.10
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	202	202	100.00	0.00	31.19
English Learners	98	96	97.96	2.04	27.08
Students with Disabilities	47	47	100.00	0.00	10.64
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	22	22	100.00	0.00	18.18

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	237	237	100.00	0.00	29.54
Male	121	121	100.00	0.00	28.93
Female	116	116	100.00	0.00	30.17

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	217	217	100.00	0.00	29.03
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	202	202	100.00	0.00	27.23
English Learners	98	98	100.00	0.00	30.61
Students with Disabilities	47	47	100.00	0.00	4.26
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	22	22	100.00	0.00	9.09

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	30.4	25.0	16.1

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)

Arroyo School values family involvement. Parents and families are invited to attend events including Back-To-School-Night, Open House, fall and spring student-led parent teacher conferences, book fairs, Healthy Earth, Healthy Families event night, and Arroyo's annual IB Exhibition. Parents and guardians are invited to attend Coffee with the Principal meetings that include parent workshops such as supporting safe use of technology at home and assisting students with math homework. Regular parent meetings are held including School Site Council and meetings for parents of Special Education students, Gifted and Talented students, and English Language Learner students. All families are encouraged to provide input for Arroyo's School Plan for Student Achievement (SPSA) and for the district's Local Control Accountability Plan (LCAP). Regular school-to-home communication is provided in both English and Spanish. Information about current events and school activities can be found on the Arroyo website, Arroyo Twitter, and Class Dojo. The monthly Principal's Newsletter and informational flyers are sent home with students and are posted on the website. Arroyo also uses an automated telephone system, BlackBoard Connect, to contact families. Families are encouraged to find out more information about how to become involved at school by contacting Arroyo's Outreach Consultant, Karla Flores, at 909-985-1012.

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	2.1	1.5	1.3	2.5	2.4	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Comprehensive School Safety Plan (CSSP) is developed annually in collaboration with local agencies and the district office. Components of the plan include school site safety and security, disaster and emergency preparedness, Mandated Reporter requirements for suspected child abuse and neglect, suspension and expulsion policies, due process procedures, staff notification of dangerous pupils, due process policy, sexual harassment policy, dress code requirements, and rules and procedures related to student discipline. Emergency Procedures are updated and reviewed annually with the staff which was last done in August 2019. The CSSP was reviewed and approved by the School Site Council in February 2019. An approved copy of the school site safety plan may be obtained in Arroyo's office or at the Ontario-Montclair School District Office. Arroyo holds a variety of safety drills throughout the school year in order to prepare for the event of an emergency. Fire drills are held once a month, earthquake drills are held quarterly, and at least two lockdown drills are held each school year. Staff reflections are collected following each drill. An electronic log is updated following each drill.Arroyo Elementary participates in the statewide "California Great Shake Out" drill every October and all staff members are trained on Lockdown/Active Shooter procedures at least annually in collaboration with local law enforcement. Arroyo Elementary consistently follows a progressive discipline policy that outlines expectations for safe behavior at Arroyo School. All students and families are provided with school rules for behavioral conduct according to our Positive Behavior Intervention and Supports (PBIS) program. Families are provided with a written copy of the Student/Parent Handbook in English and Spanish at the beginning of the school year and the handbook is posted on the school website. Classroom emergency backpacks are restocked annually with safety supplies and are kept in every classroom. Emergency supplies for school emergency bin were replenished in January 2020. Staff development is ongoing including monthly Safety Talk flyers provided by the OMSD Risk Management Department.

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	25		3		21	1	2		21	1	2	
1	20	3			16	3			18	3		
2	21		3		20	2	1		26		2	
3	21		3		22		3		27		2	
4	25		2		18	3			22		2	
5	20	1	3		28		2		27		2	
6									28	1	1	1
Other**					10	1						

*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*	503.8

*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)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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	$9143.0	$1311.0	$7832.0	$91061.0
District	N/A	N/A	$1608.0	$87,821.00
Percent Difference - School Site and District	N/A	N/A	131.9	3.6
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	4.2	9.7

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)

All students at Arroyo Elementary School receive instruction in the Common Core State Standards integrated within the International Baccalaureate (IB) units of inquiry. During English Language Development, ELL students are grouped by instructional language level and provided with daily designated ELD instruction. Teachers regularly analyze state, local, and classroom assessment data to determine student needs and guide instruction. Skills-based instruction occurs across all grade levels in the area of reading and writing. The COST-SST process is used to identify and monitor students who are below grade-level. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family and support staff. After-school intervention programs are provided in Grades Kinder-6th to assist students who are below grade level in the area of reading. An Elementary Administrator (EA) assists the Principal in the day-today operation of the school site. There are two certificated support positions at Arroyo: a TOA Magnet Coordinator for the International Baccalaureate Program and a .8 FTE Outreach Consultant Counselor who organizes parental involvement activities, monitors attendance, and works directly with community organizations to support families in need. There is a classified IB Library Resource Technician who supports students and staff in the library. A part time 3-hour per day Data Media Assistant supports the site with assessment and intervention.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,733	$45,741
Mid-Range Teacher Salary	$83,119	$81,840
Highest Teacher Salary	$100,254	$102,065
Average Principal Salary (Elementary)	$132,145	$129,221
Average Principal Salary (Middle)	$134,622	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$289,542	$224,581
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	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	5	5	6

The Ontario-Montclair School District offers ongoing research-based professional development for certificated, classified and management employees aligned with the district's long-term goals outlined in the LCAP plan which has been created based on feedback from all stakeholders. Professional development is designed to help employees enhance their knowledge and develop needed skills to provide quality services in order to maximize student learning and achievement. Professional development courses and programs are developed and coordinated through the district's Learning and Teaching Department as well as at the school site. The focus of all professional development is based on the instructional priorities outlined in the goals and objectives of our School Plan for Student Achievement. In addition, paraprofessionals such as instructional aides are offered training through the Learning and Teaching Department and Special Education Department. Clerical and Custodial staff training also occurs through the Maintenance and Operations Department and by District Education personnel.

To ensure continuous improvement, district level professional development for our certificated staff includes training in the International Baccalaureate (IB) program, Common Core State Standards, Eureka math program, Next Generation Science Standards (NGSS), writing development, English language learner development, workshop sessions and classroom support for beginning teachers (BTSA), support for veteran teachers through the Peer Assistance and Review program (PAR), technology training and classroom support, leadership development for administrators, and a variety of job-specific and mandated training for classified employees.

The site-level professional development at Arroyo focuses on areas such as grade level student data analysis, formative and summative assessment analysis and creation, close reading, ELA strategies, ELD, writing, conceptual understanding, Eureka Math, and International Baccalaureate inquiry-based instructional strategies. Teachers are given opportunities to observe colleagues through the Instructional Rounds process and are provided release time to plan for instructional implementation and integration of Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) within IB units of study.

The annual number of days provided for Professional Development varies by teacher and grade-level, but on average is 4-6 days per school year. Student achievement data is used to determine the need for professional development, which is delivered after school and/or during full day conferences both inside and outside the district. Grade levels have two to three half-day releases to analyze student data and plan for upcoming instruction and assessments. Coaching is provided to teachers by the TOA Magnet Academy Coordinator and site administrators.