District Holiday Greeting Card Competition

December 18, 2019



First Place
Katerina Wright
Grade 5

Arroyo Vista Charter School





Second Place
Leanne Balangan
Grade 4

Wolf Canyon Elementary School

Third Place
Leona Eva Martinez
Grade 6
Hilltop Drive Elementary School



Ella B. Allen, Joseph Casillas, Harborside, Anne & William Hedenkamp, Juarez-Lincoln, Karl H. Kellogg, and Loma Verde Elementary Schools

Presentation to the Board of Education

December 18, 2019

English Language Arts

LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High +45 points or higher		Casillas ALL			
High +10 to +44.9 points			Hedenkamp Loma Verde ALL Casillas EL w/ RFEP	Hedenkamp EL w/ RFEP	Allen ALL
Medium -5 to +9.9 points			Juarez-Lincoln ALL Loma Verde EL w/ RFEP		Kellogg ALL Allen EL w/ RFEP
Low -5 to -70 points			Juarez-Lincoln EL w/ RFEP	Harborside ALL Harborside EL w/ RFEP	Kellogg EL w/ RFEP
Very Low -70.1 points or lower					

Mathematics

LEVELS	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High +35 points or higher					
High 0 to +34.9 points		Casillas ALL	Hedenkamp ALL	Casillas Hedenkamp EL w/ RFEP	Allen ALL
Medium -25 to less than 0 points		Loma Verde ALL Loma Verde EL w/ RFEP			Kellogg ALL
Low -25.1 to -95 points				Harborside Juarez-Lincoln ALL Harborside Juarez-Lincoln EL w/ RFEP	Allen Kellogg EL w/ RFEP
Very Low -95.1 points or lower					

Cohort Challenge

- Target Group Growth



Cohort Success

- Instructional Leadership Teams
  - Creating systemic changes
  - Owning distributive leadership
  - Building capacity

- Cohort Community Service Project
  - Community Connect Bags





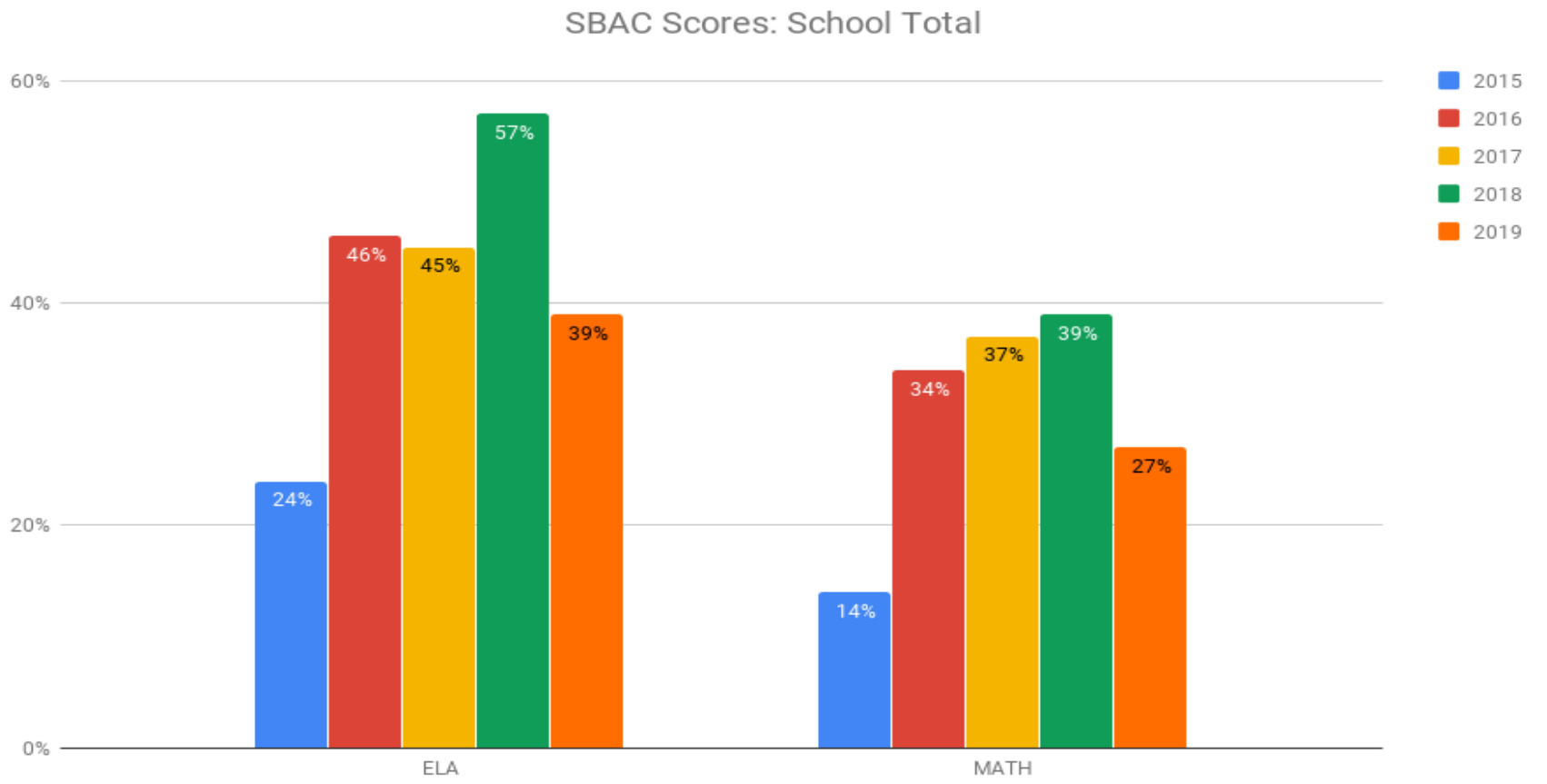
HOWARD GARDNER COMMUNITY SCHOOL (TK-8)

CVESD BOARD PRESENTATION
DECEMBER 18, 2019

2019 STUDENT/SCHOOL DEMOGRAPHICS

- **Total Enrollment**: 224 students (Grades: TK-8)
- 90% Hispanic
- 2% African-American
- 2% White
- 3.5% Asian
- 54% ELL
- 21% Students with Disabilities (SWD)
- 91% Qualify for Free/Reduced Lunch
- 90% Socio-economically Disadvantaged

2015-19 ELA & MATH CAASPP SCHOOLWIDE RESULTS: % STD MET/EXCEEDED



CAASPP SCALE SCORES

The State Board of Education (SBE) has implemented the use of Mean Scale Scores

- Allow for year-to-year comparison within content area because of vertical alignment
- Overall scores help to identify areas of strength and areas for growth over time.
- Allow for analysis by grade level & numerically significant student groups
- Reported by Achievement Levels (4).

CAASPP SCALE SCORES: HGCS

- HGCS has ***3 numerically significant student groups*** (n=30+)
  - Socio-economically Disadvantaged: SED
  - Hispanic
  - English Language Learners (ELL)

CAASPP SCALE SCORES: HGCS DATA ANALYSIS (3RD-5TH)

2018-19 ELA CAASPP SCALE SCORE: GRADE 3				
	2018	2019	Δ18 to Δ19	DFS
GRADE 3	2384	2377.9	-6.1	54.1
HISPANIC	2374.6	2367.6	-7	64.4
ELL	2351.8	2364.8	13	67.2
SOC. ECON DISADV.	2386.2	2374.9	-11.3	57.1

2018-19 ELA CAASPP SCALE SCORE: GRADE 4				
	2018	2019	Δ18 to Δ19	DFS
GRADE 4	2453.2	2405.8	-47.4	67.2
HISPANIC	2457.8	2386.6	-71.2	86.4
ELL	2439.2	2363.5	-75.7	109.5
SOC. ECON DISADV.	2448.3	2391.6	-56.7	81.4

2018-19 ELA CAASPP SCALE SCORE: GRADE 5				
	2018	2019	Δ18 to Δ19	DFS
GRADE 5	2498.4	2469.3	-29.1	32.7
HISPANIC	2486.1	2468.8	-17.3	33.2
ELL	NA	2450.8	NA	51.2
SOC. ECON DISADV.	2497.1	2463.4	-33.7	38.6

2018-19 MATH CAASPP SCALE SCORE: GRADE 3				
	2018	2019	Δ18 to Δ19	DFS
GRADE 3	2407.9	2396.4	-11.5	39.6
HISPANIC	2401.9	2392.1	-9.8	43.9
ELL	2351.8	2382.4	30.6	53.6
SOC. ECON DISADV.	2404.7	2391.1	-13.6	44.9

2018-19 MATH CAASPP SCALE SCORE: GRADE 4				
	2018	2019	Δ18 to Δ19	DFS
GRADE 4	2471.4	2437.8	-33.6	47.2
HISPANIC	2477.3	2423.4	-53.9	61.6
ELL	2439.2	2412.8	-26.4	72.2
SOC. ECON DISADV.	2463.2	2419.1	-44.1	65.9

2018-19 MATH CAASPP SCALE SCORE: GRADE 5				
	2018	2019	Δ18 to Δ19	DFS
GRADE 5	2506.7	2449.1	-57.6	78.9
HISPANIC	2498.3	2455.4	-42.9	72.6
ELL	NA	2443.1	NA	84.9
SOC. ECON DISADV.	2505.6	2443.4	-62.2	84.6

CAASPP SCALE SCORES: HGCS DATA ANALYSIS (6TH-8TH)

2018-19 ELA CAASPP SCALE SCORE: GRADE 6				
	2018	2019	Δ18 to Δ19	DFS
GRADE 6	2539.1	2490	-49.1	41
HISPANIC	2539.1	2477	-62.1	54
ELL	NA	2439	NA	92
SOC. ECON DISADV.	2539.3	2486	-53.3	45

2018-19 MATH CAASPP SCALE SCORE: GRADE 6				
	2018	2019	Δ18 to Δ19	DFS
GRADE 6	2564.1	2465	-99.1	87
HISPANIC	2564.1	2454.2	-109.9	97.8
ELL	NA	2417.5	NA	134.5
SOC. ECON DISADV.	2564.5	2463.8	-100.7	88.2

2018-19 ELA CAASPP SCALE SCORE: GRADE 7				
	2018	2019	Δ18 to Δ19	DFS
GRADE 7	2535.9	2566.9	31	-14.9
HISPANIC	2533.2	2566.8	33.6	-14.8
ELL	NA	2516.8	NA	35.2
SOC. ECON DISADV.	2529.8	2559.9	30.1	-7.9

2018-19 MATH CAASPP SCALE SCORE: GRADE 7				
	2018	2019	Δ18 to Δ19	DFS
GRADE 7	2521.9	2550.9	29	16.1
HISPANIC	2512.3	2545.8	33.5	21.2
ELL	NA	2521.4	NA	45.6
SOC. ECON DISADV.	2516.8	2547.1	30.3	19.9

2018-19 ELA CAASPP SCALE SCORE: GRADE 8				
	2018	2019	Δ18 to Δ19	DFS
GRADE 5	2576.4	2563	-13.4	4
HISPANIC	2573.6	2565.4	-8.2	1.6
ELL	NA	NA	NA	NA
SOC. ECON DISADV.	2577.3	2563.6	-13.7	3.4

2018-19 MATH CAASPP SCALE SCORE: GRADE 8				
	2018	2019	Δ18 to Δ19	DFS
GRADE 8	2509	2516.8	7.8	69.2
HISPANIC	2499.5	2508	8.5	78
ELL	NA	NA	NA	NA
SOC. ECON DISADV.	2506.7	2516.6	9.9	69.4

ANALYSIS OF 2019 CAASPP RESULTS: ACHIEVEMENT LEVEL DISTRIBUTION

- **Growth:**
  - Grade 3: ELA & Math (ELL)
  - Grade 7: ELA & Math (Grade level, Hispanic, & SED)
  - Grade 8: Math (Grade level, Hispanic, & SED)

- **Declines:**
  - Grade 3: ELA & Math (Grade level, Hispanic, & SED)
  - Grade 4: ELA & Math (Grade level & all student groups)
  - Grade 5: ELA & Math (Grade level, Hispanic, & SED)
  - Grade 6: ELA & Math (Grade level, Hispanic, & SED)
  - Grade 8: ELA (Grade level, Hispanic, & SED)

2019-20 ACTION PLAN

Continue Professional Learning on:

- Multi-Tiered System of Support (MTSS) framework
- EngageNY ELA & Eureka Math Implementation

Establish guidelines/expectations of more effective Professional Learning Communities that are focused on ensuring that students are learning.

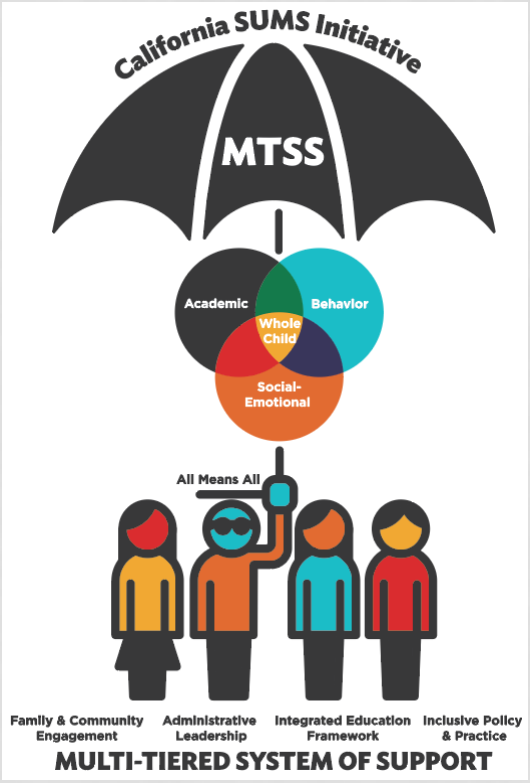
Identification and implementation of tiered interventions to support students' academic, behavioral and social-emotional needs

MTSS: ACADEMIC SUPPORTS

- Professional Learning for Staff
  - Guided Language Acquisition Design (GLAD) Training
  - English-Language Arts & Mathematics (i.e. EngageNY ELA, Eureka Math, California Mathematics Council)
  - Statewide Assessments (i.e. ELPAC, California Assessment Conference)
- Teacher Collaboration & Planning time
  - Vertical Alignment
  - Review of student work/data
  - Analysis of formative/summative/benchmark assessment data
- Revised Master Schedule
  - Intervention blocks
    - 2x/week
    - SPED & EL push-ins/pull-outs
    - Learning centers & small group instruction
    - Use of IXL, MAP, SIPPS, DRA, and/or classroom data for progress monitoring

MTSS: BEHAVIORAL STUDENT SUPPORTS

- Professional Learning for Staff
  - Verbal De-escalation
  - CPI (Nonviolent Crisis Certification Training)
- PBIS
  - Referral system & tracking
  - All-school expectations (3 B's)
  - Token Economy
    - Howie Bucks (Middle school)
    - Yoda Bucks (SPED)
- Restorative Practices
  - Circles
  - Check-ins
  - Relationship-Building



MTSS: SOCIAL-EMOTIONAL STUDENT SUPPORTS

- Professional Learning for Staff
  - Trauma-informed practices
  - Suicide awareness
  - Anxiety
  - Youth mental health
- Full-time School Psychologist & Part-time Counselor
  - Counseling for both students with disabilities & general education students
  - Zones of Regulation curriculum
  - Social skills groups
- Restorative Practices
  - Empathy Interviews
  - Circles
  - 6th/7th/8th Advisory (Wednesdays)
- Community Partnerships
  - Boys to Men (Mentoring Program)
  - South Bay Community Services
- Intramural Sports



QUESTIONS

Beverly Jimenez, Executive Director

bjimenez@hgcschool.org



Never

Judge a book by
its cover…

Ruth Sax speaking to schools about the Holocaust throughout the South Bay.



Ruth Sax survived 3 camps, including Auschwitz and facing Dr. Mengele 6 times.



It started with a Holocaust dress.



Ruth Sax shares her story and her mother's dress.

Survivor Visits Beth Tefilah

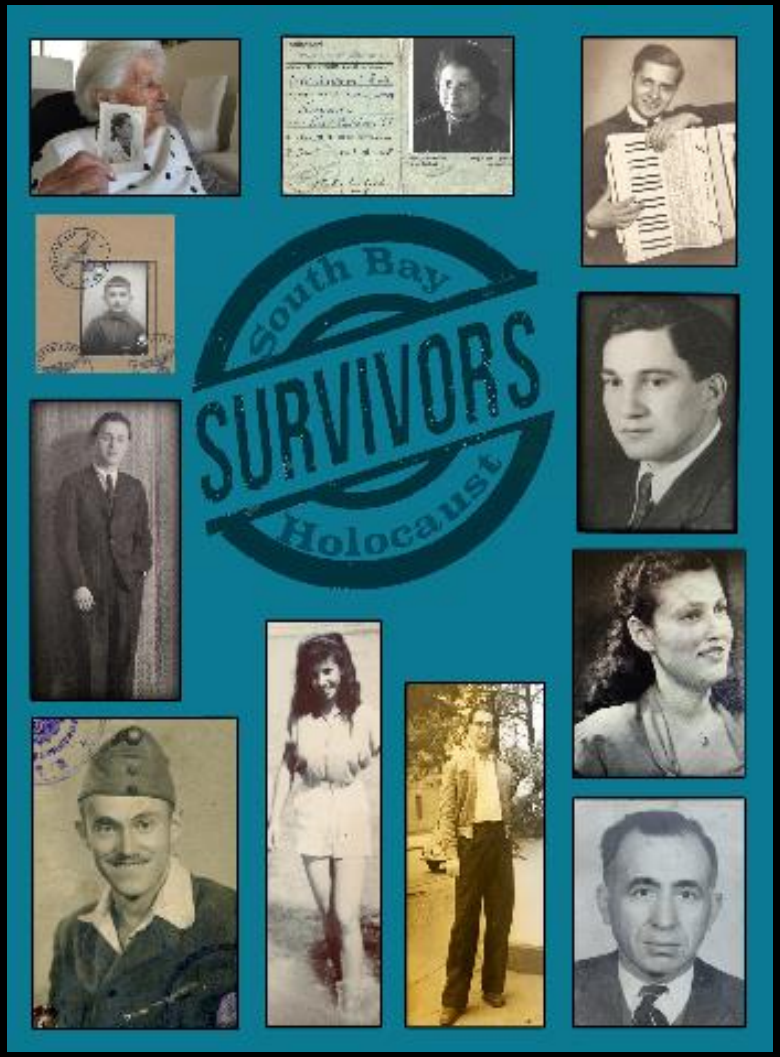


Ruth Sax shows Matthew Schotten, Mitchell Grafstein and Michael Cohen her mother's dress from Terezin.

In conjunction with the Sam Rimler Holocaust Memorial dedication which took place at Congregation Beth Tefilah on Jan. 20, congregant Ruth Sax visited Noga Akerman's Hey Class. She spoke to the students about how she and her family survived the Holocaust. Sax said it was a miracle that she was able to be with her mother throughout her experiences in Terezin and the Auschwitz concentration camp. She had heard that her father had been killed at Auschwitz, and she also considers it a miracle that she was reunited with him at the end of the war.

Sax displayed books, a Jewish star with the word "Jude" on it, and a black dress her mother had worn while at Terezin. A white "X" was painted on it so that her mother would be spotted if she tried to escape. The dress had no collar, no belt, and no buttons so that the victims could not commit suicide with them.

Other Holocaust survivors in the South Bay have stories.



Now they will be told.



RUTH: Remember Us The Holocaust

Brunch with Mayor Mary Salas
and exhibit opening

Special Guest: Stephen D. Smith
Executive director USC Shoah Foundation

Jan 12, 2020 | 11am-1pm

Chula Vista Civic Library
365 F St. Chula Vista 91910
$50 Donation

Learn about Holocaust survivors that
settled in the Southbay and hear their stories.
Silent Auction to benefit the Project RUTH exhibit.
In partnership with Chabad of Chula Vista.

Reservations: BrunchWithMayor.com
Checks payable to: Southbay Historical Society
48 Toyton Lane, Chula Vista, CA 91910
A 501(c)(3) Tax ID 46-4735063

CITY OF CHULA VISTA

SBHS OF SAN DIEGO



TRADITIONS

My Last Chanukah with My Mom

By Trudy Schuller

Chanukah is a holiday that doesn't mention G-d.* It is a story about oil that should have burned one night and instead burned for eight nights. It tells of Judah the Maccabee and his small army defeating the Seleucids who tried to force the people of Israel to accept something they did not believe in. History really doesn't change; we just have to remind ourselves never to forget.

As a child we received one present a night for eight days. It was something small and yummy. We had the greatest potato latkes (pancakes) with sour cream and applesauce. To this day when I go to a deli you can find me eating this, other than during Chanukah. The donuts are filled with pure joy. Although they inserted jelly, I preferred chocolate. So did my mom. Both loved chocolate on everything.

I remember Chanukah was a family time, and we lit the candles as a family. The first night we lit the lead candle and then "shot one." The next day we lit the lead candle followed by two and so on. As a tradition, we never used the candlelight for anything but time to reflect and enjoy. It took 30 to 45 minutes for the lights to go out. I loved watching the last five minutes because the bright light turned to an ember and then went out with smoke. I have compared life to the Chanukah candles.

I loved having my grandparents over, and my mother's mother would sing songs completely memorized. We also always had chocolate coins and spun the top called a dreidel. The dreidel was used so that Jews could study the Torah illegally. At the first sign of the Seleucids approaching, the Torah was hidden and replaced by the dreidel. The dreidel has four sides meaning NUN (to nothing), GIMUL (the player gets everything), HEI (the player gets half the pot) and SHIN (the player has to give one coin or whatever s/he is playing with).

December 2, 2018 was the beginning of Chanukah last year. We had just finished Thanksgiving, a time to appreciate everything we have. I spent Chanukah with my mom at Paradise Village with other Jewish residents. We lit the candles, sang songs and ate chocolate. It was such a happy time. Never in my wildest dreams did I think that this would be my last Chanukah with Ruth; she passed away suddenly 19 days later. I believe that G-d had a menorah and named Ruth for his lead candle.

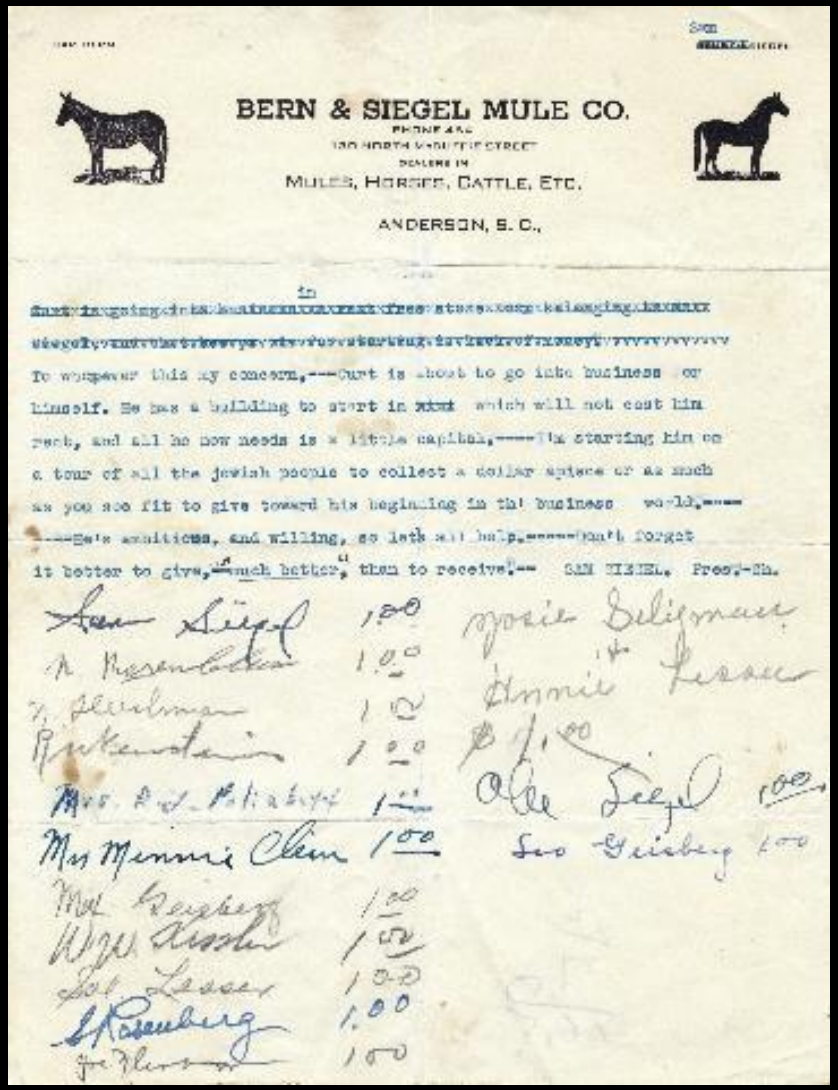
I can't imagine Chanukah this year without my mom. I think of her every day, and it has been tough not celebrating Jewish holidays with her this year. She suffered so much as a Holocaust survivor, but it was tradition and faith that got her through the worst of times. My love for family, friends and my Chabad temple will get me through this year. I have my own family, and I can only do what tradition has taught me. Let's see what lessons I can pass on to my friends and loved ones. After all, I believe in the words of Ruthie: "Do you want some more chocolate?"

*The author has followed the Jewish practice of removing a letter from the name "God" as a symbol of respect to Him.

Can This Happen Again?



Taking a chance on a stranger.



BERN & SIEGEL MULE CO.

DEALERS IN

MULES, HORSES, CATTLE, ETC.

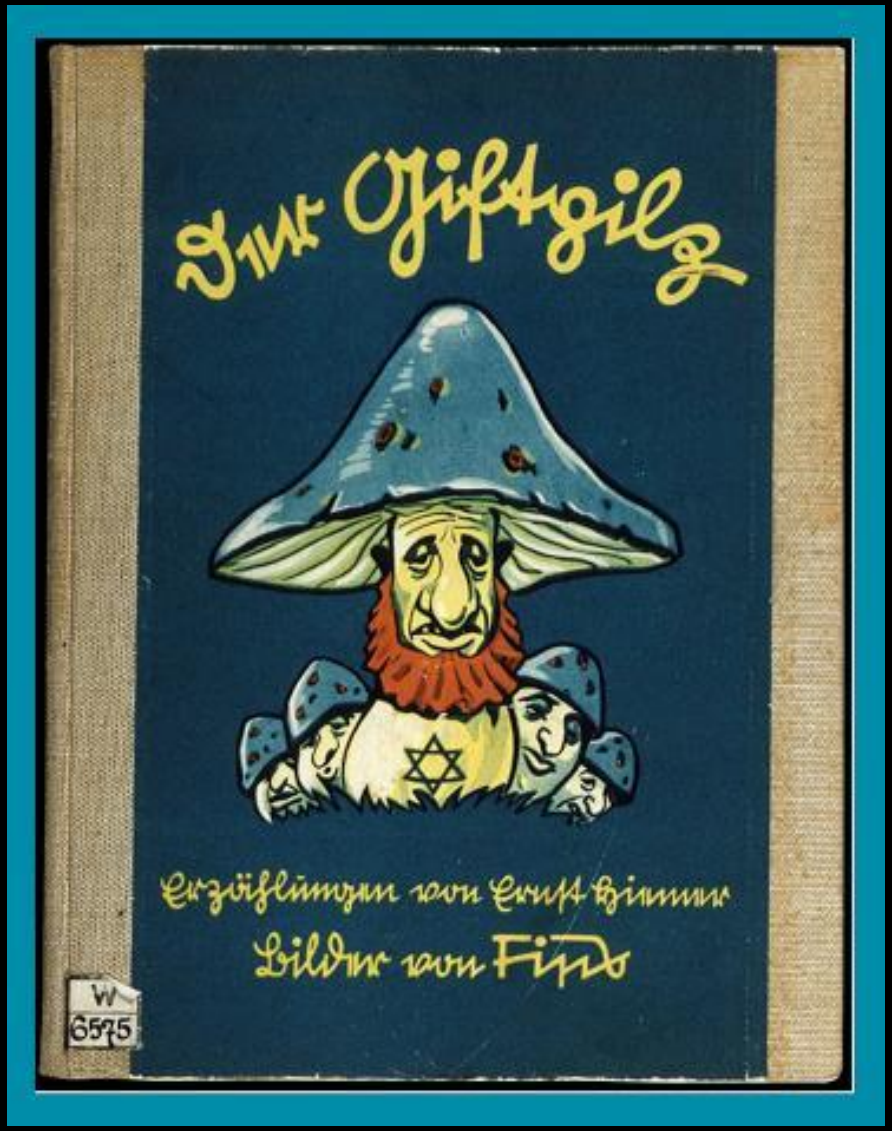
ANDERSON, S. C.

To whomever this may concern,---Burt is about to go into business for himself. He has a building to start in which will not cost him much, and all he now needs is a little capital,----In starting him on a tour of all the jewish people to collect a dollar apiece or as much as you see fit to give toward his beginning in the business world,----He's ambitious, and willing, so let's all help,-----Don't forget it better to give, "much better," than to receive!-- SAM SIEGEL. Pres.-Sec.

Sam Siegel 1.00
A Rosenbaker 1.00
J. Silverman 1.00
Rubenstein 1.00
Mrs. Sol Polatzky 1.00
Mrs Minnie Klein 1.00
Mrs Bergberg 1.00
W.H. Austin 1.00
Sol Lesser 1.00
S Rosenberg 1.00
Jos Klein 1.00

Rosie Silverman
Annie Lesser
$1.00
Abe Siegel 1.00
Leo Greisberg 1.00

How did it start? Propaganda.



Who will the next Holocaust voices be?



Can we leave a legacy and who will stop us?



WE CAN DO THIS.



So that we **Never Forget.**



We have

- Applied for 2 grants total $9,000.00
- Raised funds for school buses starting with CVESD.
- Asked the community to help.
- Fundraising.
- Volunteering in schools and organizations.

Where do we go from here?

- Get support from the schools to continue with a location to carry on the legacy.
- Include students in written and artistic projects.
- Eventually include performing arts with stories and dance.

Questions?

- Why do I do what I do? It is in my blood.
- What will happen to the Holocaust items? If we can't find a location, they will get turned over to the USHMM.
- Did Ruth leave a story? Yes, we made a documentary 25 minutes long. President Eisenhower once said "document what happened because no one will ever believe it."
- We have come so far and can not stop now.

- Thank you……



2019-20 First Interim Budget Report

December 18, 2019

2019-20 State Budget Act
Major Items in State Budget



	2019-20 State Budget Act	Impact on CVESD Budget
LCFF Revenue	3.26% COLA	Included in Adopted Budget
Employer Pension Costs	2019-20 CalSTRS rate from 16.7% to 17.1% CalPERS rate from 20.733% to 19.721%	Changed at First Interim Budget
Special Education	$645.8 Million Special Education Preschool Grant ($9,010/pupil for 3-5 year-olds with IEPs)	$5.6 Million Revenue Increase **(ONE-TIME) Included in Revised Budget**

2019-20 General Fund Budget Summary



	Revised Budget	First Interim Budget	Increase/ <Decrease>
Revenues	$ 284,743,074	$ 286,200,722	$ 1,457,648
Expenditures	294,898,038	295,002,167	104,129
Increase / <Decrease>	**<$ 10,154,964>**	**<$ 8,801,445>**	**$ 1,353,519**
Beginning Balance	**$ 44,244,490**	**$ 44,244,490**	**$ 0**
Ending Balance	**$ 34,089,526**	**$ 35,443,045**	**$ 1,353,519**
Designations	$ 1,085,000	$ 1,085,000	$ 0
Reserve for Economic Uncertainties (REU)	**$ 33,004,526**	**$ 34,358,045**	**$ 1,353,519**
REU Percentage	**11.19%**	**11.65%**	**0.46%**

2019-20 Unrestricted General Fund Revenue/Sources of Funds Changes

	General Fund Unrestricted
Interest Income	$520,050
Medical Administrative Activities (MAA) Funds	429,826
Federal Impact Aid	196,159
Unrestricted Lottery	83,899
LCFF Revenue	40,984
All Other Revenues/Sources of Funds	77,041
Charter Chargebacks	<424,081>
Total Revenue Changes	$923,878



2019-20 Unrestricted General Fund Expenditure and Contribution Changes

	General Fund Unrestricted
Salaries and Benefits	$1,218,310
Books and Supplies	<459,730>
Services and Operating Expenditures	<346,628>
All Other Expenditures	75,454
Contributions (Special Education)	<917,047>
Total Expenditure Changes	$ <429,641>



2019-20 First Interim
Multiyear Projection Assumptions

- Filing Positive Certification
- 75 ADA Increase in 2019-20
- Zero ADA Growth in 2020-21 and 2021-22
- LCFF COLA Estimates (CDE)
  - ✓2019-20: 3.26%
  - ✓2020-21: 3.0%
  - ✓2021-22: 2.8%
- Estimated Three-Year Average Unduplicated Pupil Count for Supplemental and Concentration Grants
  - ✓2019-20: 59.54%; (60.05% in 2019-20 Adopted)
  - ✓2020-21: 59.61%
  - ✓2021-22: 59.10%



Continued. . .

2019-20 First Interim
Multiyear Projection Assumptions

- 2019-20 Local Control and Accountability Plan (LCAP) of $26,664,777 Budgeted as Fully Spent
- 2.0% Certificated Class and Step Cost, Less Retirees; and 1.75% Classified Step Cost.
- Routine Restricted Maintenance Account Funded at 3% of Total Expenditures.
- $6.2 Million 2019-20 Budget Reduction.
- Projected Budget Reductions of $7.5 Million in 2020-21 and $10 Million in 2021-22



2019-20 First Interim Multiyear Projection
2019-20 Through 2021-22
(Budget Cuts: $6.2M 2019-20; $7.5M 2020-21; $10M 2021-22)



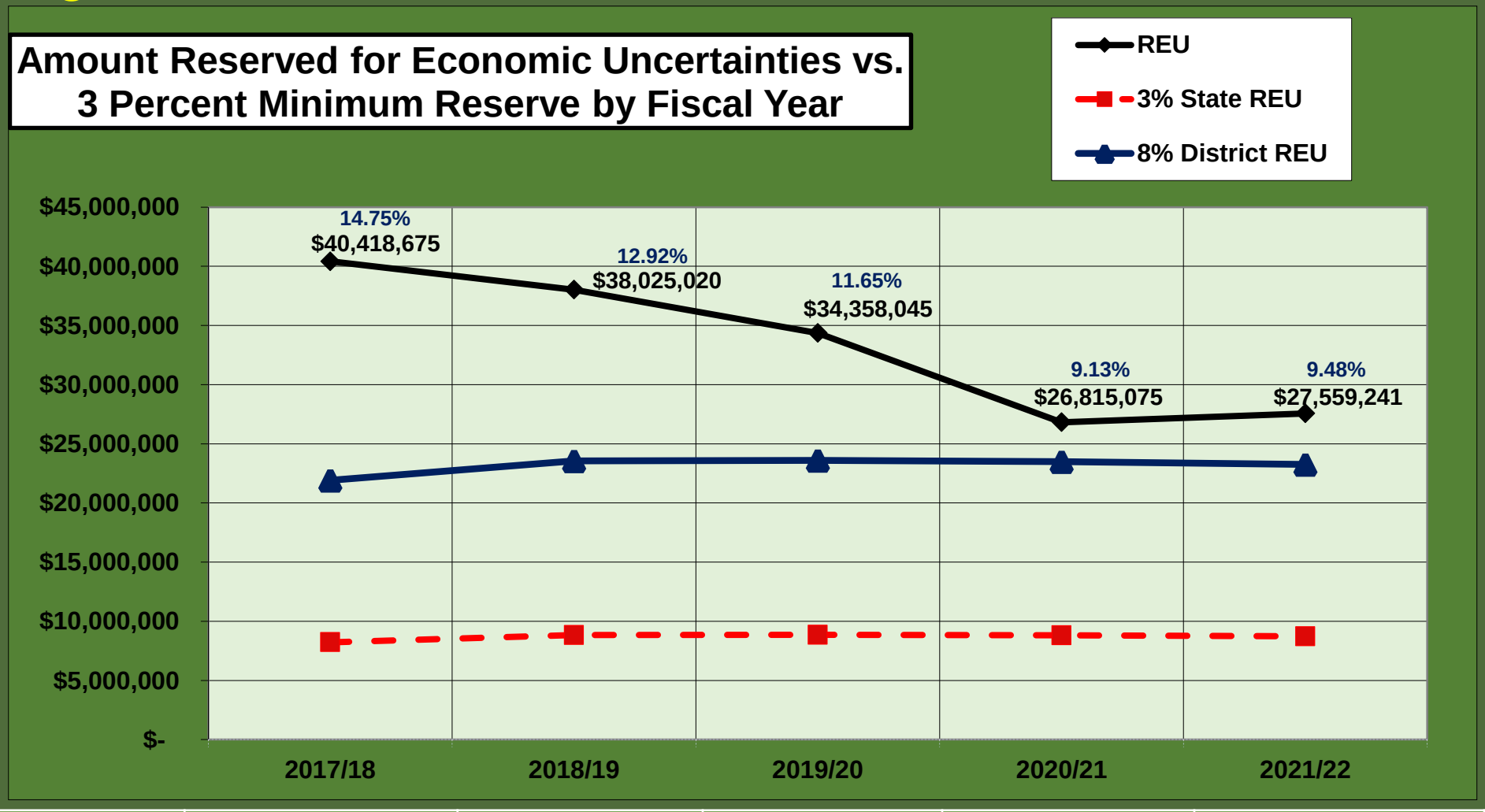
	2019-20	2020-21	2021-22
Beginning Fund Balance	$ 44,244,490	$ 35,443,045	$ 27,900,075
Increase/<Decrease>	<8,801,445>	<7,542,970>	744,166
Ending Fund Balance	$ 35,443,045	$ 27,900,075	$ 28,644,241
Components: (One-Time Special Education Grant)			
Unspendable (Inventory)	$ 835,000	$ 835,000	$ 835,000
Assigned (School Gift)	$ 250,000	$ 250,000	$ 250,000
Reserve for Economic Uncertainties (REU)	**$ 34,358,045 11.65%**	**$ 26,815,075 9.13%**	**$27,559,241 9.48%**

8% Minimum REU	$ 23,600,173	$ 23,498,979	$ 23,252,753
Funded ADA	22,423	22,423	22,423

2019-20 First Interim Multiyear Projection Through 2021-22
(Budget Cuts: $6.2M in 2019-20; $7.5M in 2020-21; $10M 2021-22)

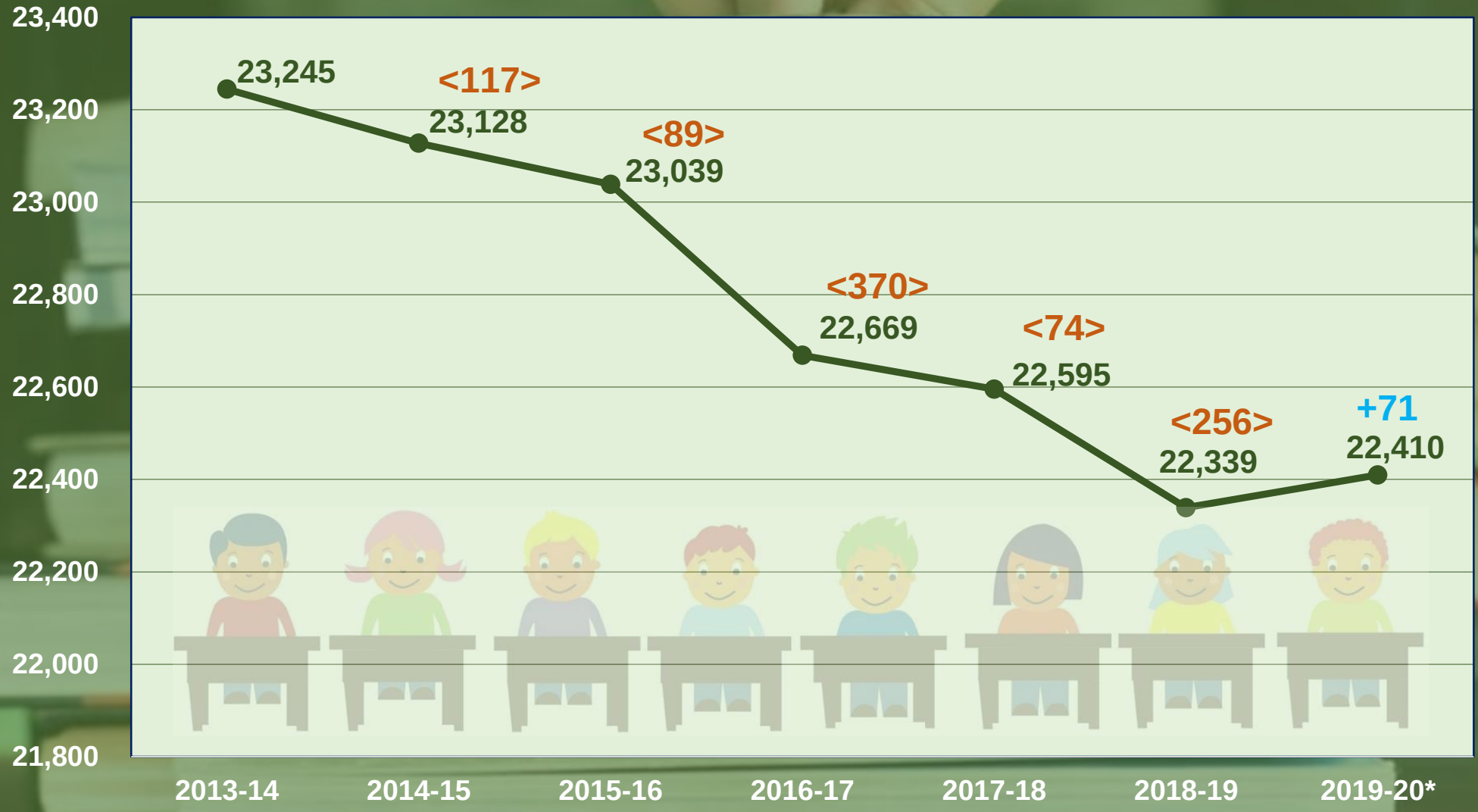


Amount Reserved for Economic Uncertainties vs. 3 Percent Minimum Reserve by Fiscal Year



Budget Cuts Included	$1.8M	$3.5M	$6.2M	$7.5M	$10M
REU Decrease	<$10.4M>	<$2.4M>	<$3.7M>	<$7.5M>	$744K

CVESD Attendance
District Only (K-6)

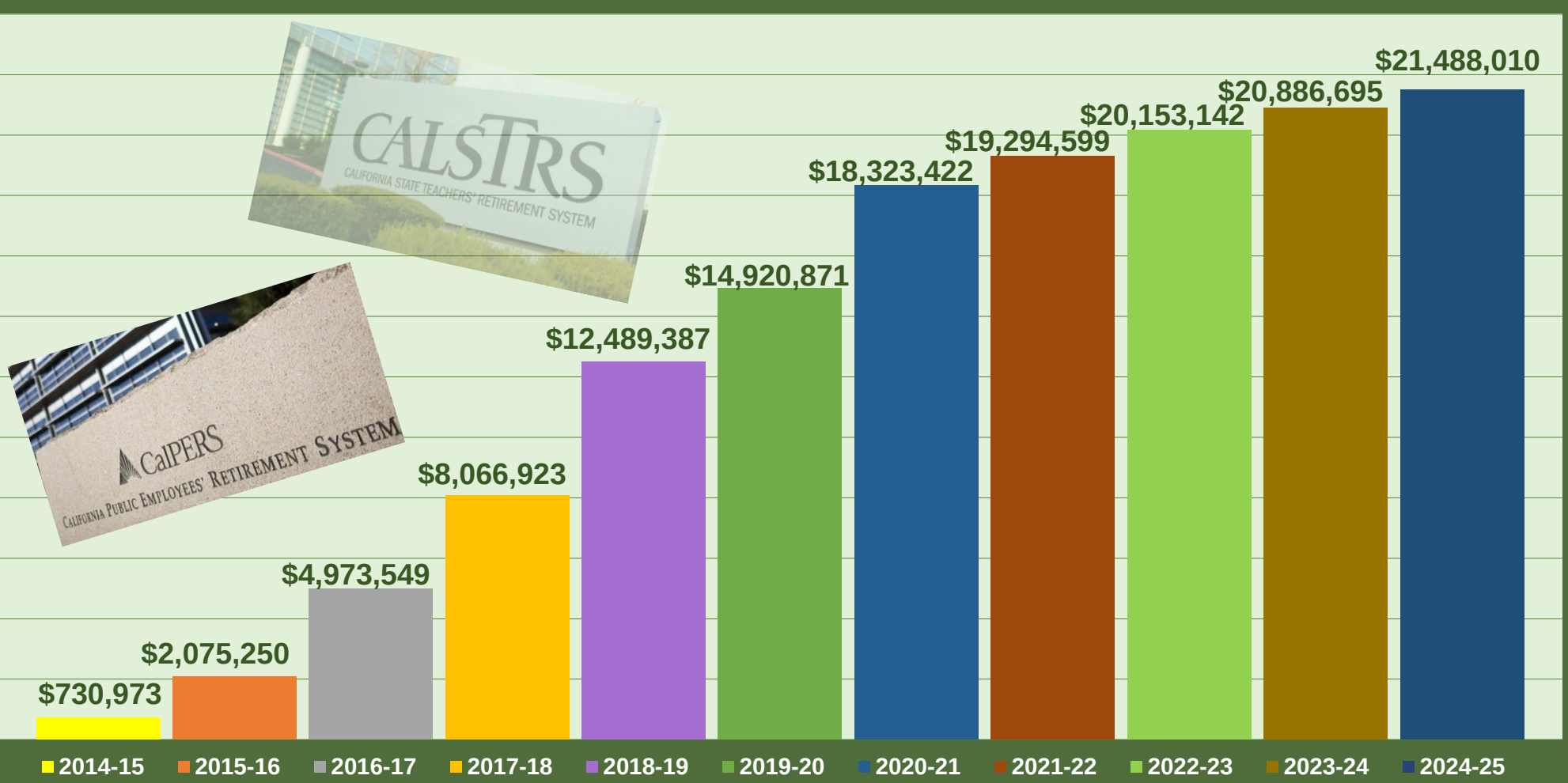


* 2019-20 First Interim estimates



Cumulative Employer CalSTRS and CalPERS Retirement Cost Increase

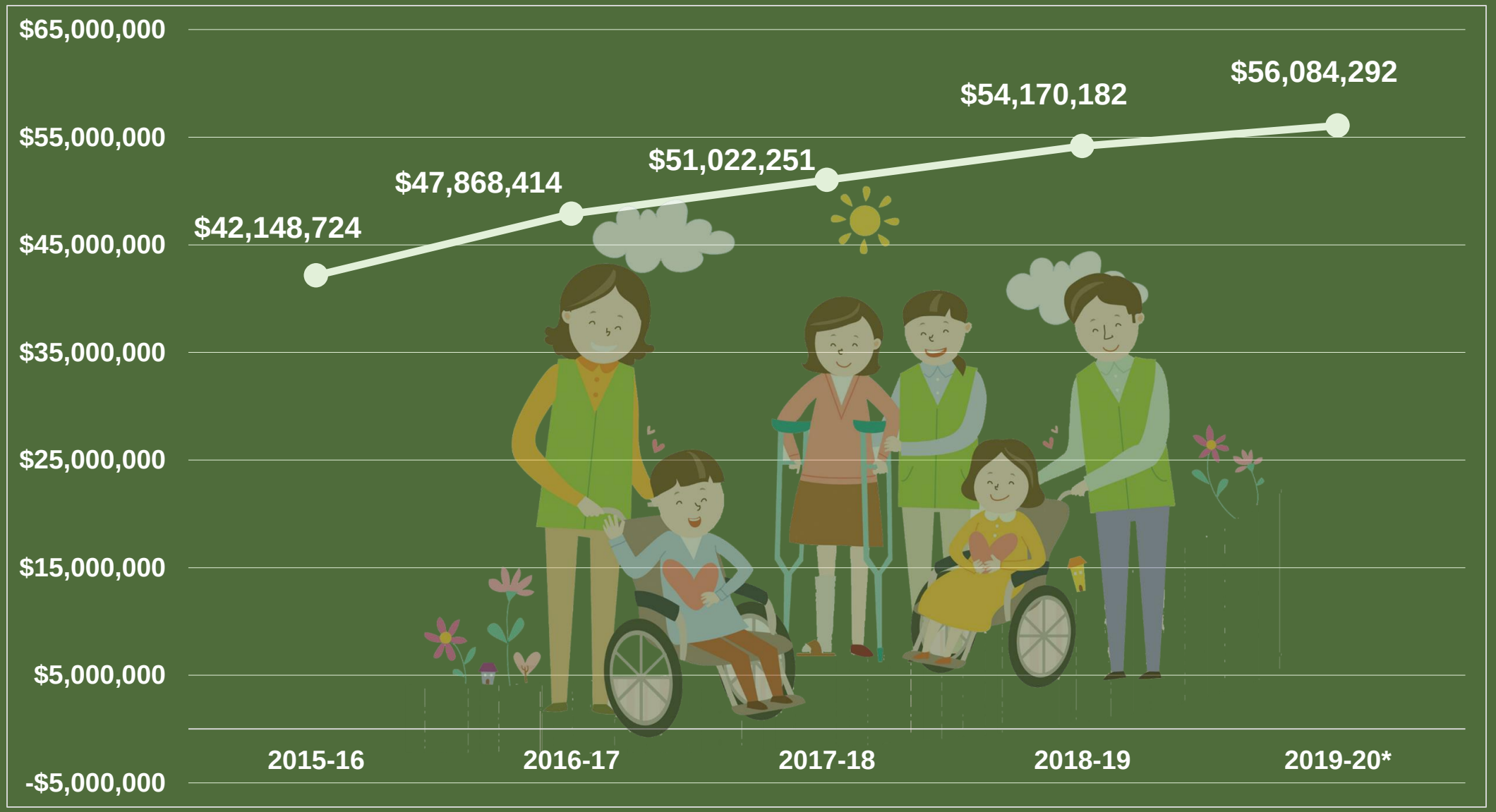




	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
CalSTRS Rate	8.88%	10.73%	12.58%	14.43%	16.28%	17.1%	18.4%	18.1%	18.1%	18.1%	18.1%
CalPERS Rate	11.771%	11.847%	13.888%	15.531%	18.062%	19.721%	22.8%	24.9%	25.9%	26.6%	27.0%

Special Education Expenditures





* As of 2019-20 First Interim Budget

What We're Watching

- 2020-21 Governor's Budget
- REU and Deficit Spending
- CASH
- Continued Economic Recovery
- Federal Budget
- Enrollment, Special Ed, Pension Costs
- Negotiations
- Three-Year Fiscal Certification





2019-20 First Interim Budget Report

December 18, 2019

Thank you!

Questions? Comments?

Arroyo Vista Charter School



Report to the Board of Education

Academics

CVESD

- Kindergarten – Grade 6
- Dual Immersion
- Go Math (K-6)
- Transitional Kinder
- Benchmark
- Supplemental Resources
- VAPA
- *Achieve3000*
- Imagine Learning

Arroyo Vista Charter

- Kindergarten – Grade 8
- Dual Immersion
- Go Math (K-5) / CPM 6-8
- Transitional Kinder
- Core Literature
- Benchmark
- VAPA
- *Achieve3000*
- Imagine Learning

Governance

CVESD

School Site Council

Recommended Configuration

- 1 Site Administrator (Principal)
- 3 Certificated Staff Members
- 5 Parent/Community Members
- 1 Classified Staff Member

Arroyo Vista Charter

Team Council

- Site Administrators
- 4 Certificated Staff Members
- 1 Classified Staff Representative
- 1 Staff Liaison Team Representative
- 7 Parent/Community Members

Governance

CVESD Schools

Instructional Leadership Team:
1 Site Administrator
1 Teacher per
Grade Level

PTA, PTO, or PTC

English Learner Advisory
Committee

Arroyo Vista Charter

Instructional
Leadership Team:
1 Site
Administrator
1 Teacher per
Grade Level

Staff Liaison Team:
2 Primary Teachers
2 Upper Teachers
1 Middle School
Teacher
1 Teacher at Large
1 Support Teacher

PTA

English Learner Advisory
Committee

Admission

CVESD Schools

- School-specific boundaries
- All students within the District are free to attend the school of their choice

Arroyo Vista Charter

- Arroyo Vista boundaries for Kindergarten through Grade 6
- Lottery for Grades 7 and 8
  - Allowed to have an application but not an entrance exam

Arroyo Vista – District Allocation

Site Control	$ 96,850
LCFF Site LCAP	$ 88,124
LCAP Charter Funds	$ 0
Federal Funds (Titles I-IV)	$ 0
State Funding (Lottery, Mandate Block Grant, etc.).	$ 0
TOTAL	**$184,974**

Budget



Arroyo Vista – Direct Funded

Site Control	$ 96,850
LCFF Site LCAP	$ 0
LCAP Charter Funds	$434,447
Federal Funds (Titles I-IV)	$ 90,664
State Funding (Lottery, Mandate Block Grant, etc.)	$ 73,265
TOTAL	**$695,226**

Difference between District Allocation and Direct Funding: <$510,252>

Basis for Revoking a Charter

1. Commission of a material violation of any of the conditions, standards, or procedures set forth in the charter
2. Failing to meet or pursue any of the student outcomes identified in the charter.
3. Failing to meet generally accepted accounting principles or engaging in fiscal mismanagement.
4. Violation of any provision of law.

Arroyo Vista: Charter School

Report to the Board of Education



Questions?