

# **Alta Vista Community Charter School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

#### **California School Dashboard**

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

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Alta Vista Community Charter School
Street	173 Oak St.
City, State, Zip	Auburn CA, 95603
Phone Number	(530) 885-7067
Principal	Nicole Cumbra
Email Address	ncumbra@auburn.k12.ca.us
Website	www.altavista.auburn.k12.ca.us
County-District-School (CDS) Code	31-66787-0126664

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Alta Vista Community Charter School
Phone Number	(530) 885-7242
Superintendent	Amber Lee Alva, Superintendent
Email Address	aleealva@auburn.k12.ca.us
Website	www.auburn.k12.ca.us

### School Description and Mission Statement (School Year 2020-2021)

In 1988 California voters passed an initiative requiring public schools to complete an annual School Accountability Report Card, providing information about the school's population, program, resources, successes, and areas needing improvement. The team at Alta Vista hopes that as you read this report, you will recognize the school's steady growth and dedication to high-quality learning.

Alta Vista Community Charter School (AVCCS) is a California public charter school authorized by the Auburn Union School District in 2012 to serve students in grades TK through 5. The school is located on the historic site of the original Alta Vista Elementary School and shares space with the district's SDC preschool program and Placer County's Head Start preschool program. AVCCS students learn in a small school environment where every student is known by name. AVCCS celebrates diversity and cultivates inclusion among its community of learners, with approximately 52% of its students coming from homes where the primary language other than English, students who struggle with learning or developmental disabilities, and students who live in low socio-economic households. Most families choose to enroll their students at AVCCS for its strong community culture and project-based learning methodology. Alta Vista's independent study option allows students and their families the benefit of a flexible schedule without compromising high-quality learning.

**VISION:** Alta Vista Community Charter School believes successful global citizens evolve from joyful learning experiences that reach beyond academics to address the needs of the whole child.

**MISSION:** Our mission is to engage students in rigorous, relevant, and comprehensive learning which challenges them to combine creativity, critical thinking, and problem-solving (collectively referred to as "21st Century Skills") in the quest to be successful, responsible and valuable citizens.

Alta Vista Community Charter School’s educational program integrates personalized, experiential learning in a project-based model applying Common Core State Standards and Next Generation Science Standards. The result is a high-quality learning experience within a framework of empathy, understanding, sharing of ideas, and building creative solutions. AVCCS students recognize challenges as opportunities to learn and grow. Our teachers' recent intensive training with the California Reading and Literacy Project has already had a tremendously positive impact on students' academic achievement data in all subject areas and we anticipate data to continue to reflect significant growth in the years ahead.

AVCCS embraces the value of innovation and the benefits of providing students with opportunities to explore and discover as part of their educational preparation for success in college and career pursuits. Through the school’s new Innovation Labs and enrichment classes including culinary arts, forensics, coding and robotics, theater, game strategy, music, ceramics, theater and dance, students engage in both structured and unstructured quests to integrate and apply the concepts they are learning, fueled by their own curiosities, passions, and emerging skills. We work with community members and local businesses to bring real-life relevancy and collaboration to our students’ learning experiences, encouraging them to begin making a positive change in the world around them today. AVCCS teachers take their practice outside the classroom, recognizing that teachers are learners too, and actively seek opportunities to serve as leaders within the district learning community, developing teacher-training in the best practices of the Next Generation Science Standards.

In addition to academics, AVCCS applies the tenants of positive behavior and restorative justice at its site. Teachers invest in building relationships with their students, using positive behavior and restorative justice, to engage students and teach them to exchange opinions and ideas, advocate for themselves and others, recognize mistakes as learning opportunities, problem solve, and actively support and celebrate their own growth and success, just as they support and celebrate the growth and success of others.

**Student Enrollment by Grade Level (School Year 2019-2020)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	39
<b>Grade 1</b>	26
<b>Grade 2</b>	23
<b>Grade 3</b>	25
<b>Grade 4</b>	27
<b>Grade 5</b>	20
<b>Total Enrollment</b>	160

**Student Enrollment by Student Group (School Year 2019-2020)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	2.5
<b>American Indian or Alaska Native</b>	1.9
<b>Hispanic or Latino</b>	13.1
<b>White</b>	71.9
<b>Two or More Races</b>	6.3
<b>Socioeconomically Disadvantaged</b>	43.8
<b>English Learners</b>	2.5
<b>Students with Disabilities</b>	10
<b>Homeless</b>	

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	9	10	11	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 9/2020

Pursuant to the settlement of Williams vs. the State of California, all students, including English Language Learners (ELL), are provided with their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Curriculum (including teacher-designed lessons, online textbook licenses, print textbooks and supplementary materials) used in the school are the most current available. Curricula used are reviewed by teachers and administration. All recommended materials are available for parent examination at the school administrative office. The table displays information (as of October 2018) about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teacher-Designed, Project-Based Instructional Materials; Zoo Phonics; Handwriting Without Tears; SIPPS, Wonders McGraw- Hill		0.0%
Mathematics	EnVision 2.0; Formative Loop; MobyMax		0.0%
Science	Delta Science Learning Modules; Teacher-Designed, Project-Based Instructional Materials; Mystery Science		0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Teacher-Designed, Project-Based Instructional Materials; TCI History Alive!		0.0%
Foreign Language	Sombrero Time		0.0
Health	Sparks 2012		0.0
Visual and Performing Arts	Teacher-Designed, Project-Based Instructional Materials		0.0

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

## School Facility Conditions and Planned Improvements

Alta Vista Community Charter School is on an historic campus. True to its name, the school's topography provides vista views of the surrounding neighborhood. The site has several outdoor classroom areas, a life lab garden and a large field which is used both by the school and the surrounding community. The facility is comprised of 9 classrooms, a multipurpose room, staff work room, computer lab/maker space, media lab, one playground and one sports field. Room 7 was converted to a science/culinary sciences lab and the former library is now a media lab. At the time of publication, 100% of restrooms were in good working condition. Facility information is current as of December 2019.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 10/28/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	HVAC systems replaced over the 2019 summer.
<b>Interior: Interior Surfaces</b>	Fair	RESTROOMS: Exterior restrooms should be steam cleaned. Restroom windows should be closed at night.
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Fair	RESTROOMS: Exterior restrooms should be steam cleaned. Restroom windows should be closed at night.
<b>Electrical: Electrical</b>	Good	Lighting fixtures replaced with LED components
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Reflective Glass film placed on a majority of exterior windows.
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	38	N/A	43	N/A	50	N/A
Mathematics (grades 3-8 and 11)	41	N/A	37	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	33	N/A	27	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 2019-2020)**

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**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 2020-2021)

Alta Vista Community Charter School greatly benefits from its supportive parents. Parents participate in the Governance Council, the Buck's Boosters Club (PTC), Sight Word Busters (a group that goes into classrooms and help with reading fluency and word recognition), as art and music docents, with Enrichment classes, and in every classroom. New families benefit from connecting with mentor families for their first year, to help them orient and become familiar with our school and its many opportunities to participate. Alta Vista Community Charter School is a family-friendly campus where parents are encouraged to stop in at any time to participate or observe, after registering at the office.

We are pleased to work with our authorizer, Auburn Union School District, throughout this process, and are appreciative of the positive support our authorizing district has provided in recent years. AVCCS also participated in PBIS and a parent representative is a key component to the team. AUSD holds many Parent University nights which allows parents to learn more about the district and schools.

Contact Information: Parents or community members who wish to participate in school planning improvement committees (budget, strategic planning, grants & fundraising, site safety, etc.), or to volunteer may contact the Alta Vista Community Charter School at 530.885.7067.

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.6	11.2	6.1	4.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	12.0	3.8	2.5
Expulsions	0	0	0.05

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

The safety of students and staff is a primary concern of Alta Vista Community Charter School. The school is in compliance with state, federal and local laws and regulations regarding hazardous materials and state earthquake standards. The School Site Safety Plan includes detailed instructions for emergency response in a variety of scenarios, as well as preventative measures taken at the school on a daily basis. Safety at our school begins with a culture of respect, responsibility, and safety. Students, staff and visitors are encouraged to model courtesy and acceptance of others. The student handbook is updated and published annually and clearly communicates campus rules and guidelines.

AVCCS' Comprehensive School Safety Plan is reviewed annually and was last reviewed and updated in February of 2020. The current Comprehensive School Safety Plan will go to the Governance Council and District Board in February 2021. All revisions were designed and reviewed by both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, evacuation, shelter-in-place and lockdown drills are conducted on a monthly basis throughout the school year. During school hours all visitors and volunteers sign in at the office and wear identification while on campus. All staff members wear picture-ID cards. Staff provides supervision before, during and after school to assist with the safety of our students.

## 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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		1		23		2		20	1	1	
1	24		1						26		1	
2	22		1		21		1		23		1	
3	20	1			24		1		25		1	
4	22		1		25		1		27		1	
5	26		1		24		1		20	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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	0.5

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,730	\$3,956	\$7,774	\$67,974
District	N/A	N/A	\$8,079	\$70,962
Percent Difference - School Site and District	N/A	N/A	-3.8	-4.3
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A	0.3	-17.0

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

### Types of Services Funded (Fiscal Year 2019-2020)

In addition to general state funding, Alta Vista Community Charter School receives state and federal funding for the following categorical funds and other support programs:

- Supporting Student Instruction, Title II, part A
- California Lottery
- State Block Grants

Alta Vista Community Charter School currently participates in grant opportunities with local and national organizations and events, such as the Mountain Mandarin Festival and Donors Choose. The school also benefits from fundraisers organized by its PTC, The Bucks Booster Club.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,060	\$50,574
Mid-Range Teacher Salary	\$67,996	\$76,649
Highest Teacher Salary	\$87,690	\$98,993
Average Principal Salary (Elementary)	\$101,735	\$125,150
Average Principal Salary (Middle)	\$112,119	\$129,394
Average Principal Salary (High)		\$122,053
Superintendent Salary	\$150,521	\$193,925
Percent of Budget for Teacher Salaries	30.0	34.0
Percent of Budget for Administrative Salaries	5.0	6.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

AVCCS is a learning organization where every member is actively curious and intentionally learning. The district hosts three staff development days each year. In the 2017/18 year, the focus of these trainings was improving reading instruction. Teachers in grades K through 3 participated in extensive training on the California Reading and Literacy Project, a framework through which to build foundational reading skills. Teachers in grades 4 and 5 received training on Pearson's Inspiring Literacy (iLit) program. Alta Vista teachers also attended the 2018 PBL World Conference to continue to hone their capacity to design and deliver project-based learning experiences to our students. In the 2018/19 year, the focus of staff development has shifted to standards-based grading practices, including a comprehensive update of the report cards for all grades/subjects, designing benchmark assessments and vertical alignment. Additionally, Alta Vista has allocated portions of its general funding toward ongoing professional development for its teachers, para-professional and classified-confidential staff to support the charter school's positive discipline and school culture development goals, raising capacities to support our exceptional learners in the general education classroom. All staff members also received site-based training on behavioral management, including discipline, mindfulness and meeting sensory needs through our motor room resources. Training takes place through coaching and on-site workshops. Budgetary and professional development choices are guided by student data from NWEA MAP and CAASPP, as well as LCAP goals and activities, with direct input from stakeholder groups.