

# Arroyo Verde Elementary School

## School Accountability Report Card

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

#### Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

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

Entity	Contact Information
<b>School Name</b>	Arroyo Verde Elementary School
<b>Street</b>	7701 Church St.
<b>City, State, Zip</b>	Highland, CA 92346
<b>Phone Number</b>	909-307-5590
<b>Principal</b>	Dr. Christina Boursaw
<b>Email Address</b>	christina_boursaw@redlands.k12.ca.us
<b>Website</b>	<a href="https://www.redlandsusd.net/arroyoverde">https://www.redlandsusd.net/arroyoverde</a>
<b>County-District-School (CDS) Code</b>	36-67843-6108179

Entity	Contact Information
District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Mauricio Arellano
Email Address	mauricio_arellano@redlands.k12.ca.us
Website	<a href="https://www.redlandsusd.net/">https://www.redlandsusd.net/</a>

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

Arroyo Verde Elementary School is a Title I school administered by the Redlands Unified School District, located in Redlands, California. Arroyo Verde Elementary serves 650 transitional kindergarten through grade 5 students on a modified traditional schedule. The ethnic makeup of Arroyo Verde School includes: 49.7% - Hispanic; 26.72% - White; 6.72% - African American; 2.5% Filipino; 5% Asian - and 10% of other ethnicities. The free and reduced lunch program involves 52% of students receiving free or reduced lunch. The participation of students in special programs are as follows: Limited and Non English Proficient: 3.75%; Special Education: 8%; Gifted and Talented: 4%. The school is staffed with one full time Principal. The staff of the school is made up of qualified, professional, and dedicated Certificated and Classified personnel.

Last year, the school-wide percentage of students meeting or exceeding standards in English Language Arts was 61%. In Math, the school-wide percentage was 54%. The staff and community of Arroyo Verde have high expectations for student achievement. Arroyo Verde is dedicated to educating every student in a way that prepares them for college. We are dedicated to three core beliefs: we are safe, we are character centered, and we are ready to learn. Arroyo Verde is implementing Positive Behavior Intervention and Supports (PBIS) as a way of collecting data and improving learning environments to accommodate ALL students, as well as Character Counts. Arroyo Verde is a member of No Excuses University and is also in Year 2 of AVID Elementary implementation.

Arroyo Verde School offers differentiated support for all students. Special Education Services offered at Arroyo Verde Elementary school consist of two full-time Specialized Academic Instruction Teachers (one Resource Specialist and one Special Day Class teacher), one part-time Speech, Language, Hearing Specialist, one part-time School Psychologist, and one part-time Elementary Counselor. Two hourly credentialed intervention teachers provide reading and literacy support for students in TK-5 needing foundational skills. One full-time credentialed teacher provides targeted support for TK-5 students in all areas of math. English Learners (EL) at Arroyo Verde School receive 30 minutes of designated language instruction daily from an EL certificated teacher. The Gifted and Talented Education (GATE) program begins in third grade for qualified students. Students are taught by GATE district certified teachers. After school GATE classes are also taught throughout the school year when staff is available. Enrichment instruction is provided for all students in grades 1st through 5th. Enrichment is provided in the areas of Music, Art, and Physical Education.

The mission of Arroyo Verde Elementary School is to provide our learning community with a safe, positive, and academically challenging environment. Students will have an equal opportunity to a quality education and practice ethical conduct within a diverse, supportive community. As lifelong learners, our students will develop the necessary skills to become actively responsible for their own learning. Arroyo Verde is focused on educating every student in a way that prepares them for college and is a proud member of the No Excuses University network of schools, as well as AVID Elementary.

The vision and mission of Arroyo Verde Elementary supports that of the Redlands Unified School District, RUSD 2025 : EXCEL (Enhanced learning through Innovation, Excellence in Academics, Collaborative Community and Parent Partnerships, Equality through Equity, Learning Environments are Safe and Secure).

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

Grade Level	Number of Students
Kindergarten	110
Grade 1	92
Grade 2	119
Grade 3	90
Grade 4	114
Grade 5	117
<b>Total Enrollment</b>	<b>642</b>

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

Student Group	Percent of Total Enrollment
Black or African American	6.7
American Indian or Alaska Native	0.6
Asian	6.1
Filipino	3.1
Hispanic or Latino	49.2
Native Hawaiian or Pacific Islander	0.5
White	27.3
Two or More Races	6.4
Socioeconomically Disadvantaged	53.4
English Learners	4
Students with Disabilities	8.4
Foster Youth	0.6
Homeless	18.5

## 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	26	27	27	4
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	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:** December 2019

The California State Board of Education reviews elementary level textbooks and selects several publishers for school districts to adopt that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District by teachers and administrators. They review the materials at each site and have an opportunity to use texts prior to selection. Textbooks are reviewed and adopted, following the CDE's textbook adoption cycle, approximately every seven years. Textbooks are adopted and purchased by the Redlands Unified School District. Copies of student text books are available at the Instructional Resource Center at the district office for parent review. All Redlands USD programs feature a variety of instructional materials and technology to enhance the instructional program for our students. Each student has available a copy of all necessary textbooks and curriculum materials in the classroom.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys Common Core Houghton Mifflin Harcourt (2014)	Yes	0%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2015)	Yes	0%
Science	California Science Macmillian/McGraw-Hill (2008)	Yes	0%
History-Social Science	Social Studies Alive! TCI (2016)	Yes	0%

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

The safety and cleanliness of the school's facilities is of utmost importance. The staff believes that all students and parents expect and deserve a clean, safe and healthy school environment. The school is fortunate to have both versatility and beauty which is displayed with murals that adorn the outdoor amphitheater and many outside walls. The handball walls also reflect our school pride and have been designed and painted by students, parents and local community artists.

The staff continues to build the community pride needed to enable us to maintain and improve our school facilities. Staff and parent members continue to meet and discuss long-range campus landscaping plans, which include large play structures, flowers, and new paint on walls and eaves. Our PTA regularly coordinates parent volunteers to maintain planter beds, tree trimming, and general school cleanliness.

### Age of School Buildings

The construction of Arroyo Verde School was completed in November, 1990. The campus officially opened on November 14th when students and staff moved onto campus. The facility offers a variety of creative spaces that enhance the learning process. In addition to the 28 classrooms, the school consists of a literacy lab, a multipurpose room equipped with a stage and kitchen, an outdoor amphitheater, large group instruction areas in the courtyards, and individual instruction areas to meet the needs of speech, resource, and limited-English students. The school also contains smaller rooms to accommodate audio-visual equipment, textbook and materials storage, custodial storage, teachers' lounge, and teachers' workroom. The entire campus is centrally air-conditioned and heated. Through a generous Grant by Lowe's Corporation, all classrooms are equipped with a state of the art audio/visual system. This system includes an LCD projector, screen and four speaker sound system with a wall mounted controlling system. This system projects information from both computers and DVD players.

### Maintenance and Repairs

Site custodians monitor the campus for regular maintenance needs, and perform basic upkeep and repairs. Work orders are placed with the District Service Center as needed. The governing board has adopted cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at [www.redlands.k12.ca.us](http://www.redlands.k12.ca.us). The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Our two custodians clean our classrooms, kitchen, and bathrooms daily.

### 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:** November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	62	65	59	57	50	50
<b>Mathematics (grades 3-8 and 11)</b>	54	51	45	44	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
<b>All Students</b>	323	321	99.38	0.62	65.11
<b>Male</b>	161	159	98.76	1.24	62.26
<b>Female</b>	162	162	100.00	0.00	67.90

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	18	18	100.00	0.00	55.56
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	90.48
Filipino	--	--	--	--	--
Hispanic or Latino	160	159	99.38	0.62	55.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	90	89	98.89	1.11	76.40
Two or More Races	21	21	100.00	0.00	61.90
Socioeconomically Disadvantaged	177	177	100.00	0.00	55.93
English Learners	26	26	100.00	0.00	46.15
Students with Disabilities	41	40	97.56	2.44	27.50
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	63	63	100.00	0.00	60.32

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	323	321	99.38	0.62	50.78
Male	161	159	98.76	1.24	48.43
Female	162	162	100.00	0.00	53.09
Black or African American	18	18	100.00	0.00	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	85.71
Filipino	--	--	--	--	--
Hispanic or Latino	160	159	99.38	0.62	41.51

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	90	89	98.89	1.11	65.17
Two or More Races	21	21	100.00	0.00	33.33
Socioeconomically Disadvantaged	177	177	100.00	0.00	40.68
English Learners	26	26	100.00	0.00	34.62
Students with Disabilities	41	40	97.56	2.44	17.50
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	63	63	100.00	0.00	44.44

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	15.7	13.9	11.3

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)

Parents and other community volunteers provide additional support services to the school in a variety of ways. Our school volunteers help us in the areas of: classroom volunteers, chaperones on field trips, library check-out and student assistance, technology assistance to teachers and students, math and literacy small group leaders, advisers on district committees, School Site Council Members, English Language Advisory Committee, and PTA. There are parent and family information nights on literacy and math. For more information about volunteering, SSC, ELAC, and PTA please visit the school website at <https://www.redlandsusd.net/arroyoverde>.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.6	0.4	0.3	2.6	2.9	3.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

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

Arroyo Verde School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current status of school climate. A Safe School Plan is adopted each school year and is reflective of the school's safety needs. The Safe School Plan is reviewed, discussed, and revised at the first site staff meeting. It is reviewed and discussed at Coffee with the Principal, School Site Council, and ELAC.

The key components of Arroyo Verde's Safe School Plan includes a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. Additionally, Arroyo Verde has forged a close working relationship with the San Bernardino County Sheriff's Department and Highland Fire Department to support and maintain a safe campus.

To ensure student safety before school, campus monitors, teachers, and the Principal supervise the school grounds including the bus drop-off area, cafeteria, and playground. During the school day all entrance areas to the school are locked with the exception of the entrance to the front office. All visitors must enter through the front office and obtain a visitor's pass. Arroyo Verde utilizes the Raptor visitor management system to increase safety protocols for students and staff.

After school, teachers release their students to the bus loading area or parent pick up line and a crossing guard ensures students cross the street safely. Teachers, campus monitors, and the Principal supervise the areas until all students have left the campus for home.

## 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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	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	20	2	5		18	5	1		22		5	
1	23		4		23		5		23		4	
2	25		4		22		4		24		5	
3	25		4		27		4		22		4	
4	35			3	31		3		32		3	
5	34		1	2	31		2	2	27	1	4	
Other**	14	1			17	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*	.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,944.61	\$754.05	\$5,190.56	\$84,533.00
District	N/A	N/A	5,815.78	\$85,061.00
Percent Difference - School Site and District	N/A	N/A	-11.4	-0.6

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$82,031.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	-36.5	3.0

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)

Arroyo Verde Elementary School receives both general and categorical funds that pay for support personnel, staff development, curriculum development, grade level collaboration, data team meetings and the purchase of materials to enhance the curriculum. Supplemental categorical funding sources come from the following: School-wide Title I, Title I, Part A, (parent involvement) Title III, Tier II LCAP funds, School Improvement and donations.

Title I is a federally funded program that provides remedial help for students in the areas of reading, language, and math. Intervention teacher salaries, materials and teacher salaries are also covered by this fund as they meet the needs of our most academically challenged students. School Improvement Program (SIP) is a state funded program for all students, kindergarten through grade five. The funds from this program are used to provide supplemental materials and educational opportunities for students. Our LCAP funds are provided on the basis of enrollment of students who demonstrate limited proficiency in English and are identified as economically disadvantaged. These funds provide intervention teacher salaries, materials and teacher salaries for after-school programs, conference and workshop fees, as well as supplemental classroom materials. All students receive instruction and support towards mastery of grade-level content standards utilizing a standards-based curriculum. In an effort to increase student mastery of essential state academic standards, students will be provided with several specific interventions to help them be successful in our district and state assessment programs. Teachers will receive detailed analysis of their students' achievement on each subsection of the SBAC utilizing the Illuminate system. Students will be assessed with formative and summative assessments and data will be reviewed in order to increase student growth and achievement.

Arroyo Verde's needs as determined by surveys of staff, students and parents are as follows:

- Assist all students to be proficient or advanced in reading, writing, and math
- Immerse all students in a school culture that focuses on college and career readiness
- Continue to use differentiated instructional strategies to meet student needs
- Continue to use assessment data to drive instruction
- Continue to reduce absences and tardy rates
- Continue to offer opportunities for parent education
- Continue to support curriculum with improved technology

Three-Year Student Objectives, as determined by staff and parent input, are as follows:

- Students will demonstrate understanding of the concept of being "college bound"
- Students most "at-risk" will continue to make progress
- Students will achieve growth targets as determined by the state
- Students will improve performance on district assessments
- ELL students will show improved performance on the ELPAC
- Students will improve attendance and tardy rates
- Students will continue to demonstrate good character through support of the Character Counts and PBIS programs

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,120	\$51,374
Mid-Range Teacher Salary	\$81,554	\$80,151
Highest Teacher Salary	\$102,814	\$100,143
Average Principal Salary (Elementary)	\$124,240	\$126,896
Average Principal Salary (Middle)	\$133,386	\$133,668
Average Principal Salary (High)	\$141,684	\$143,746
Superintendent Salary	\$220,000	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	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	35	38	41

On-going professional growth for staff is a priority at Arroyo Verde Elementary School. Through the School Based Coordinated Program, ten shortened school days have been planned for staff development. Grade levels meet and communicate on a regular basis in weekly PLC meetings after school. Redlands Unified School District offers a wide variety of staff development for all teachers on a variety of topics including NGSS science standards, reading, math and writing instructional strategies, technology, classroom management, and meeting the needs of at-risk learners. All district and school training is aligned with the California Standards for the Teaching Profession. Additional in-service days have been used to analyze student data from the district-wide "Common Assessments," conduct grade level staff meetings, support professional learning communities, and plan for student intervention. The staff has also participated in No Excuses University, Daily 5/CAFE, Thinking Maps, PBIS, AVID, Ron Clark Academy Teacher Education, Lexia and textbook / curriculum adoption professional development with use of district and outside staff development consultants.