

Arroyo Verde Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 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).

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.

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.

2022-23 School Contact Information

School Name	Arroyo Verde Elementary School
Street	7701 Church St.
City, State, Zip	Highland, CA 92346
Phone Number	909-307-5590
Principal	Michele Lenertz
Email Address	michele_lenertz@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/arroyoverde
County-District-School (CDS) Code	36-67843-6108179

2022-23 District Contact Information

District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Mauricio Arellano
Email Address	mauricio_arellano@redlands.k12.ca.us
District Website Address	https://www.redlandsusd.net/

2022-23 School Overview

Arroyo Verde Elementary School is a Title I school administered by the Redlands Unified School District, located in Redlands, California. Arroyo Verde Elementary serves approximately 525 transitional kindergarten through grade 5 students on a modified traditional schedule. The ethnic makeup of Arroyo Verde School includes: 51.98% - Hispanic; 20.83% - White; 10.15% - African American; 3.10% Filipino; 6.02% Asian - and 6.88% of other ethnicities. The free and reduced lunch program involves approximately 51.3% of students receiving free or reduced lunch. The participation of students in special programs are as follows: Limited and Non English Proficient: 6.0%; Special Education: 13.4%. 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.

During the last SBAC testing administration in 2022, the school-wide percentage of students meeting or exceeding standards in English Language Arts was 52%. In Math, the school-wide percentage was 33%. 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

2022-23 School Overview

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).

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	82
Grade 2	101
Grade 3	82
Grade 4	102
Grade 5	120
Total Enrollment	581

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.4
American Indian or Alaska Native	0.0
Asian	6.0
Black or African American	10.2
Filipino	3.1
Hispanic or Latino	52.0
Native Hawaiian or Pacific Islander	0.2
Two or More Races	6.9
White	20.8
English Learners	6.0
Foster Youth	0.2
Homeless	11.4
Migrant	0.0
Socioeconomically Disadvantaged	51.3
Students with Disabilities	13.4

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.10	92.43	832.10	85.87	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.70	0.70	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.50	35.20	3.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.54	29.80	3.08	12115.80	4.41
Unknown	1.00	3.54	65.10	6.72	18854.30	6.86
Total Teaching Positions	28.20	100.00	969.10	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.10	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

December 2022

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)***Not from a most recent state adoption for K-5 but is considered from the most recent local adoption for TK. ***The Current Adoption is considered to be aligned to the Common Core State Standards.	No	0%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2015)	Yes	0%
Science	Inspire Science by McGraw-Hill (2022)	Yes	0%
History-Social Science	Social Studies Alive! TCI (2019)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements

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.

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 library, 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 and special education. The school also contains smaller rooms to accommodate storage of student computers, textbooks and materials storage, custodial storage, teachers' lounge, and teachers' workroom. The entire campus is centrally air-conditioned and heated. Each classroom has been outfitted with a Newline Board to support interactive instruction.

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. 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 fulltime custodians and one part time custodian to clean our classrooms, kitchen, and bathrooms daily.

Year and month of the most recent FIT report

July 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	52	N/A	51	N/A	47
Mathematics (grades 3-8 and 11)	N/A	34	N/A	35	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	312	306	98.08	1.92	52.29
Female	158	157	99.37	0.63	56.05
Male	154	149	96.75	3.25	48.32
American Indian or Alaska Native	--	--	--	--	--
Asian	21	20	95.24	4.76	70.00
Black or African American	37	37	100.00	0.00	35.14
Filipino	12	12	100.00	0.00	83.33
Hispanic or Latino	159	155	97.48	2.52	45.16
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	17	17	100.00	0.00	58.82
White	65	64	98.46	1.54	67.19
English Learners	12	11	91.67	8.33	18.18
Foster Youth	--	--	--	--	--
Homeless	47	47	100.00	0.00	48.94
Military	--	--	--	--	--
Socioeconomically Disadvantaged	184	182	98.91	1.09	44.51
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	52	50	96.15	3.85	4.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	311	305	98.07	1.93	34.43
Female	157	156	99.36	0.64	33.97
Male	154	149	96.75	3.25	34.90
American Indian or Alaska Native	--	--	--	--	--
Asian	21	20	95.24	4.76	70.00
Black or African American	37	37	100.00	0.00	13.51
Filipino	12	12	100.00	0.00	66.67
Hispanic or Latino	159	155	97.48	2.52	25.16
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	17	17	100.00	0.00	52.94
White	64	63	98.44	1.56	46.03
English Learners	12	11	91.67	8.33	9.09
Foster Youth	--	--	--	--	--
Homeless	47	47	100.00	0.00	23.40
Military	--	--	--	--	--
Socioeconomically Disadvantaged	184	182	98.91	1.09	29.12
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	51	49	96.08	3.92	4.08

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	41.74	NT	32.27	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	119	115	96.64	3.36	41.74
Female	53	52	98.11	1.89	48.08
Male	66	63	95.45	4.55	36.51
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	11	11	100	0	18.18
Filipino	--	--	--	--	--
Hispanic or Latino	59	56	94.92	5.08	39.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	31	96.88	3.12	48.39
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	15	15	100	0	26.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	64	62	96.88	3.12	37.1
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	14	93.33	6.67	7.14

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	91%	92%	97%	88%	94%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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, African American Parent 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>.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	626	623	91	14.6
Female	319	317	39	12.3
Male	307	306	52	17.0
American Indian or Alaska Native	1	1	0	0.0
Asian	40	40	7	17.5
Black or African American	62	62	5	8.1
Filipino	18	18	0	0.0
Hispanic or Latino	326	323	62	19.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	41	41	5	12.2
White	132	132	12	9.1
English Learners	40	40	7	17.5
Foster Youth	5	5	0	0.0
Homeless	70	68	17	25.0
Socioeconomically Disadvantaged	365	362	59	16.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	107	106	20	18.9

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	2.61	2.45
Expulsions	0.00	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.48	0.22	3.67	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.48	0.00
Female	0.31	0.00
Male	0.65	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.50	0.00
Black or African American	1.61	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.31	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.50	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.82	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

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 Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	4	
1	22	1	3	
2	24		4	
3	24		5	
4	31		1	2
5	28	1		3
6				
Other	13	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	5		
1	24		4	
2	21	2	2	
3	24		4	
4	30		4	
5	31		3	
6				
Other	16	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	6		
1	19	4		
2	25		4	
3	20	2	2	
4	32		3	
5	28		4	
6				
Other	16	2		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	581

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7002.85	\$800.38	\$6202.47	\$88,291.63
District	N/A	N/A	\$7211.11	\$88,816
Percent Difference - School Site and District	N/A	N/A	-15.0	-0.6
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-6.1	-0.1

2021-22 Types of Services Funded

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 Edulastic Assessment 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 PBIS programs

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,965	\$54,370
Mid-Range Teacher Salary	\$82,615	\$82,681
Highest Teacher Salary	\$109,075	\$106,610
Average Principal Salary (Elementary)	\$133,996	\$135,283
Average Principal Salary (Middle)	\$143,214	\$141,244
Average Principal Salary (High)	\$155,485	\$152,955
Superintendent Salary	\$260,000	\$264,367
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

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 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 PBIS, AVID, Ron Clark Academy Teacher Education, Lexia and textbook / curriculum adoption professional development with use of district and outside staff development consultants.

The focus of the 2022-2023 school year is instruction that engages and encourages all students' participation, integrating AVID strategies and STEM opportunities into classroom instruction continues to be a focus.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	20	20