# Arroyo Verde Elementary School
## 2023-2024 School Accountability Report Card
## (Published During the 2024-2025 School Year)

## General Information about the School Accountability Report Card (SARC)

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| **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. <br><br> - 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/. <br><br> - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. <br><br> - For additional information about the school, parents/guardians and community members should contact the school principal or the district office. <br><br> A hard copy of the School Accountability Report Card is available at your School Office, upon request. |
| **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. |

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| **Admission Requirements for the University of California (UC)** | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/. |
| **Admission Requirements for the California State University (CSU)** | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/. |

## 2024-25 School Contact Information

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|---|---|
| **School Name** | Arroyo Verde Elementary School |
| **Street** | 7701 Church St. |
| **City, State, Zip** | Highland, CA 92346 |
| **Phone Number** | 909-307-5590 |
| **Principal** | J.J. Martinez |
| **Email Address** | JJ_Martinez@redlands.k12.ca.us |
| **School Website** | https://www.redlandsusd.net/arroyoverde |
| **Grade Span** | K-5 |
| **County-District-School (CDS) Code** | 36-67843-6108179 |

## 2024-25 District Contact Information

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|---|---|
| **District Name** | Redlands Unified School District |
| **Phone Number** | (909) 307-5300 |
| **Superintendent** | Juan Cabral |
| **Email Address** | juan_cabral@redlands.k12.ca.us |
| **District Website** | https://www.redlandsusd.net/ |

## 2024-25 School Description and Mission Statement

Arroyo Verde Elementary School is a Title I school within the Redlands Unified School District, located in Redlands, California. The school serves approximately 530 students from transitional kindergarten through fifth grade on a modified traditional schedule. The diverse student population includes a variety of ethnicities, with a significant portion of students participating in the free and reduced lunch program. Special programs at Arroyo Verde support a range of student needs, including services for English Learners, Special Education, and Gifted and Talented students. The school employs a professional and dedicated team of certificated and classified staff, including a full-time principal, a part-time assistant principal, multiple specialized academic instruction teachers, two full-time speech and language pathologists, a school psychologist, and an elementary

## 2024-25 School Description and Mission Statement

counselor.

Arroyo Verde Elementary is committed to high expectations for student achievement and preparing every student for success. The school is guided by its schoolwide expectations: Be Safe, Be Character-Centered, and Be a Learner. The school uses Positive Behavior Intervention and Supports (PBIS) to foster a positive learning environment and promote character education. Arroyo Verde is also an AVID Elementary school, focused on strategies to prepare students for academic success, with efforts to build consistency across all grade levels.

Arroyo Verde offers a range of services to support student learning. Specialized Academic Instruction is provided through resource specialists and special day class teachers. An inclusion model is used to integrate students into general education classrooms when possible, with additional support from instructional aides and resource specialists. English learners receive daily designated language instruction from a certificated EL teacher. Students in all grades participate in enrichment activities, including music, art, and physical education, to promote a well-rounded education.

Arroyo Verde evaluates student progress through state assessments and other measures to identify areas for growth. Staff and the school community collaborate to ensure all students have the support and resources they need to succeed academically, socially, and emotionally. Arroyo Verde supports the Redlands Unified School District's 2025 mission to provide a safe, equitable, and innovative environment where students can thrive academically, socially, and emotionally.

# About this School

## 2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Kindergarten** | 128 |
| **Grade 1** | 86 |
| **Grade 2** | 73 |
| **Grade 3** | 75 |
| **Grade 4** | 99 |
| **Grade 5** | 80 |
| **Total Enrollment** | 541 |

## 2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 49 |
| Male | 51 |
| Asian | 6.5 |
| Black or African American | 7.8 |
| Filipino | 2.4 |
| Hispanic or Latino | 54.9 |
| Native Hawaiian or Pacific Islander | 0.2 |
| Two or More Races | 6.8 |
| White | 20.1 |
| English Learners | 7.6 |
| Foster Youth | 1.1 |
| Homeless | 4.8 |
| Socioeconomically Disadvantaged | 64.7 |
| Students with Disabilities | 14.2 |

## 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/Incomplete/NA | 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 |

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) | 25.10 | 92.18 | 852.60 | 87.88 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 6.30 | 0.66 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 22.20 | 2.29 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 1.10 | 4.11 | 31.80 | 3.28 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 1.00 | 3.67 | 57.10 | 5.89 | 15831.90 | 5.67 |
| Total Teaching Positions | 27.20 | 100.00 | 970.20 | 100.00 | 279044.80 | 100.00 |

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.

## 2022-23 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) | 25.10 | 88.92 | 850.20 | 87.12 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 7.50 | 0.77 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1.00 | 3.54 | 34.30 | 3.52 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 1.10 | 3.96 | 30.00 | 3.08 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 1.00 | 3.54 | 53.70 | 5.50 | 14303.80 | 5.15 |
| Total Teaching Positions | 28.20 | 100.00 | 975.90 | 100.00 | 277698 | 100 |

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 | 2022-23 |
|---|---|---|---|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 0.10 | 0.00 | 1 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 0.10 | 0.00 | 1 |

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 1.00 | 1.00 | 1 |
| Local Assignment Options | 0.00 | 0.10 | 0.1 |
| Total Out-of-Field Teachers | 1.00 | 1.10 | 1.1 |

## Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Misassignments for English Learners** (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 0 | 5.2 |
| **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 | 0 | 0 |

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

## 2024-25 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 2024 |
|---|---|

| 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 (2013)***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 (2014) | Yes | 0% |
| **Science** | Inspire Science by McGraw-Hill (2021) | 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 | N/A |

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

## 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 textbooks and materials, 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 administration 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 clean our classrooms, kitchen, and bathrooms daily.

| Year and month of the most recent FIT report | July 2024 |
|---|---|

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

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| **External:**<br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | X | | | |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| X | | | |

## 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 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).

**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.

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|---|---|---|---|---|---|
| English Language Arts/Literacy (grades 3-8 and 11) | 48 | 47 | 50 | 50 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 39 | 49 | 37 | 37 | 34 | 35 |

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 259 | 257 | 99.23 | 0.77 | 47.47 |
| Female | 122 | 122 | 100.00 | 0.00 | 58.20 |
| Male | 137 | 135 | 98.54 | 1.46 | 37.78 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 17 | 17 | 100.00 | 0.00 | 70.59 |
| Black or African American | 22 | 22 | 100.00 | 0.00 | 54.55 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 136 | 136 | 100.00 | 0.00 | 37.50 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 20 | 20 | 100.00 | 0.00 | 60.00 |

| | | | | | |
|---|---|---|---|---|---|
| **White** | 56 | 54 | 96.43 | 3.57 | 51.85 |
| **English Learners** | 18 | 18 | 100.00 | 0.00 | 22.22 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | 13 | 13 | 100.00 | 0.00 | 46.15 |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 175 | 173 | 98.86 | 1.14 | 44.51 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 53 | 51 | 96.23 | 3.77 | 21.57 |

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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<br>Student Groups | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|---|---|---|---|---|---|
| **All Students** | 259 | 257 | 99.23 | 0.77 | 48.64 |
| **Female** | 122 | 122 | 100.00 | 0.00 | 51.64 |
| **Male** | 137 | 135 | 98.54 | 1.46 | 45.93 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | 17 | 17 | 100.00 | 0.00 | 82.35 |
| **Black or African American** | 22 | 22 | 100.00 | 0.00 | 54.55 |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 136 | 136 | 100.00 | 0.00 | 39.71 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **Two or More Races** | 20 | 20 | 100.00 | 0.00 | 50.00 |
| **White** | 56 | 54 | 96.43 | 3.57 | 51.85 |
| **English Learners** | 18 | 18 | 100.00 | 0.00 | 27.78 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | 13 | 13 | 100.00 | 0.00 | 38.46 |
| **Military** | -- | -- | -- | -- | -- |

| | | | | | |
|---|---|---|---|---|---|
| **Socioeconomically Disadvantaged** | 175 | 173 | 98.86 | 1.14 | 43.93 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 53 | 51 | 96.23 | 3.77 | 15.69 |

## 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.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | 34.00 | 33.75 | 31.39 | 32.96 | 30.29 | 30.73 |

## 2023-24 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 | 81 | 80 | 98.77 | 1.23 | 33.75 |
| Female | 35 | 35 | 100.00 | 0.00 | 48.57 |
| Male | 46 | 45 | 97.83 | 2.17 | 22.22 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 45 | 45 | 100.00 | 0.00 | 33.33 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 20 | 19 | 95.00 | 5.00 | 31.58 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 54 | 53 | 98.15 | 1.85 | 37.74 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 21 | 20 | 95.24 | 4.76 | 5.00 |

| 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. |

## 2023-24 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.   The administration of the PFT requires only participation results 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 | 85% | 94% | 89% | 93% | 92% |

| 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. |

## 2024-25 Opportunities for Parental Involvement

Parents and other community approved 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, and advisers on school and district committees. School and district committees consist of School Site Council, English Language Advisory Committee, African American Parent Advisory Committee and PTA. For more information about volunteering, SSC, ELAC, AAPAC and PTA please visit the school website at https://www.redlandsusd.net/arroyoverde .

## 2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 578 | 572 | 86 | 15.0 |
| Female | 276 | 274 | 39 | 14.2 |
| Male | 302 | 298 | 47 | 15.8 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 36 | 36 | 8 | 22.2 |
| Black or African American | 46 | 45 | 3 | 6.7 |
| Filipino | 13 | 13 | 1 | 7.7 |
| Hispanic or Latino | 323 | 318 | 55 | 17.3 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 40 | 40 | 8 | 20.0 |
| White | 112 | 112 | 11 | 9.8 |
| English Learners | 49 | 47 | 10 | 21.3 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 35 | 34 | 11 | 32.4 |
| Socioeconomically Disadvantaged | 392 | 386 | 72 | 18.7 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 110 | 109 | 23 | 21.1 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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 data.

| Suspensions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0.48 | 1.2 | 0.87 | 3.67 | 4.39 | 3.21 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| Expulsions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | 0 | 0.03 | 0.07 | 0 | 0.07 | 0.08 | 0.07 |

## 2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 0.87 | 0.00 |
| Female | 0.36 | 0.00 |
| Male | 1.32 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 2.17 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.93 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.89 | 0.00 |
| English Learners | 2.04 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 1.02 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 1.82 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Arroyo Verde School utilizes data from its California Safe School Assessment, attendance 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 in the spring along with the school plan. It is reviewed

## 2024-25 School Safety Plan

and discussed at parent events such as, School Site Council, AAPAC, 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 after they are screened through our Raptor system. Arroyo Verde utilizes the Raptor visitor management system to increase safety protocols for students and staff. All classroom volunteers must be board approved before they can begin volunteering in the classrooms. In addition to Raptor screening, all field trip volunteers are finger printed.

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.

## 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 | |
| Other | 16 | 2 | | |

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 17 | 6 | | |
| 1 | 17 | 4 | | |
| 2 | 18 | 4 | | |
| 3 | 24 | | 4 | |
| 4 | 27 | | 3 | |
| 5 | 23 | 1 | 3 | |
| Other | 11 | 2 | | |

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 23 | | 4 | |
| 1 | 21 | 1 | 3 | |
| 2 | 23 | | 3 | |
| 3 | 25 | | 3 | |
| 4 | 32 | | 3 | |
| 5 | 25 | | 3 | |
| Other | 11 | 2 | | |

## 2023-24 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 | 541 |

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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 | $11,252.35 | $1,554.60 | $9,697.75 | $108.920.05 |
| District | N/A | N/A | $9.931.68 | $102,103 |
| Percent Difference - School Site and District | N/A | N/A | 13.6 | -12.2 |
| State | N/A | N/A | $10,771 | $97,756 |
| Percent Difference - School Site and State | N/A | N/A | -10.5 | -7.9 |

## Fiscal Year 2023-24 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 and materials are also covered by this fund as they meet the needs of our most academically challenged students. School Plan for Student Achievement (SPSA) is a state funded program for all students, Universal kindergarten through grade five. The funds from this program are used to provide supplemental materials and educational opportunities for students and instructional training for teachers. 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 materials to enrich experiences for students through visual and performing arts opportunities, Positive Behavior intervention System, AVID, STEM opportunities and materials aligned with the core instruction. All students receive instruction and support towards mastery of grade-level content standards utilizing a standards-based curriculum. In an effort to increase student

## Fiscal Year 2023-24 Types of Services Funded

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

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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 | $60,873 | $59,551 |
| Mid-Range Teacher Salary | $96,778 | $93,855 |
| Highest Teacher Salary | $127,774 | $120,219 |
| Average Principal Salary (Elementary) | $157,955 | $151,525 |
| Average Principal Salary (Middle) | $168,821 | $158,215 |
| Average Principal Salary (High) | $183,286 | $171,087 |
| Superintendent Salary | $330,064 | $300,043 |
| Percent of Budget for Teacher Salaries | 32% | 31% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

## Professional Development

On-going professional growth for staff is a priority at Arroyo Verde Elementary School. Through the School Based Coordinated Program, twelve partial school days and one full school day have been planned for the entire staff specifically at Arroyo Verde. In addition we have multiple optional hour long trainings across the school year that are targeted instructional practices based on teacher interest such as four for inclusion, six for mathematics book study and five new teacher training. Our

## Professional Development

paraprofessionals also attend three half day trainings during the school year by the district office. 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 focus of the 2024-2025 school year is instruction that engages and encourages all students' participation, integrating AVID strategies, Benchmark Phonics, math strategies, inclusion 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 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 20 | 28 | 28 |