

Arroyo Verde Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2016-17)

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	Rachel Malatesta
E-mail Address	rachel_malatesta@redlands.k12.ca.us
Web Site	http://arroyoverde.redlandsusd.net/
CDS Code	36-67843-6108179

District Contact Information	
District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Lori Rhodes
E-mail Address	lori_rhodes@redlands.k12.ca.us
Web Site	www.redlands.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

As Principal of Arroyo Verde Elementary School, I am pleased to present to the community our annual School Accountability Report Card. In November, 1988, California voters enacted Proposition 98, which established an ongoing minimum funding guarantee for public schools and provides for the development and issuance of a School Accountability Report Card for each school in the state. The Redlands Unified School District Board of Education then adopted a policy in August 1989, that such a Report Card shall be established for each school in the District. "The purpose of the School Accountability Report Card shall be to communicate important information to parents and other interested parties in the community about each of our public schools, and in this way, guarantee accountability for dollars spent." (AR 6810) Since the establishment of Arroyo Verde Elementary School in 1990, we have had the opportunity to present our report card annually.

Arroyo Verde is a proud member of the No Excuses University Network of Schools. In 2012, Arroyo Verde began working towards creating a college focused elementary school. The staff and community are committed to creating a school where each child receives an education that makes college possible. Students are expected to maintain high levels of academic success and social responsibility. Our work towards these efforts has been honored at the local, state, and national level. Arroyo Verde families and alumni take special pride in our school. Our active PTA, School Site Council, English Language Advisory Committee, and classroom volunteers all reflect this pride. Students are motivated to reach their full potential in safe, orderly, and clean classrooms. As a school community we are dedicated to three core beliefs; we are committed learners, we are character centered, and we are college ready. School spirit and positive reinforcement of good citizenship are rewarded through a variety of activities for students.

Arroyo Verde Elementary School continues to focus on setting high standards for student achievement by implementing the common core state standards, focusing on literacy and incorporating technology in the classrooms. Another area of importance is the emphasis on reading as the major subject through which all other curriculum is strengthened. Arroyo Verde offers an effective, rigorous, and proven intervention program that targets academic, social, and emotional needs of students from kindergarten through fifth grade. Our emphasis is to develop a comprehensive plan of instruction that will provide intervention as well as extension opportunities for all students.

It is a pleasure to be a part of Arroyo Verde Elementary School and we are proud of our students and their accomplishments.

School Summary

Arroyo Verde Elementary School is administered by the Redlands Unified School District, which serves 150 square miles of San Bernardino County. The Redlands Unified School District serves sixteen elementary schools, four middle schools, three comprehensive high schools, and offers two alternative school settings. The total enrollment in the district during is over 21,000 students, kindergarten through twelfth grades.

Arroyo Verde is the oldest school in the East Highlands Ranch area of the Redlands School District. We were awarded the 2012 California Distinguished School Award, the 2016 Gold Ribbon Award, and the 2016 Title I Academic Achievement Award. Arroyo Verde also holds the 2012, 2013, 2014, and 2015 CBEE Award of Excellence. The current families and community take great pride in the school and work monthly to maintain the grounds through campus cleanup days.

We are very fortunate to have forged many community partnerships with social service agencies and local businesses. Social service agencies supporting our school include South Coast Community Services for counseling, the Redlands Assistance League with Operation School Bell Program and their medical and dental services, and the YMCA for on-site after school daycare. Our city provides opportunities for students to learn about our community by hosting field trips to the local library, police station, fire department, post office and government offices. In addition, the City of Highland partnered with Arroyo Verde in the Safe Routes to School program where students scan their walking mileage each day. The local Rotary Organization has provided dictionaries to each third grade student as they visit the third grade classrooms and discuss the importance of being lifelong learners. Arroyo Verde's business and community partners include Donut Town, Staples, Frugal Frigate Children's' Bookstore, and the Redlands Educational Partnership (REP) Foundation.

In addition to our various community partnerships, our parents are highly active participants at our school. They have planned events such as our Fall Festival, Book Fairs, Barnes and Noble Night, and a variety of educational family nights. Furthermore, we have a high percentage of parents who volunteer in classrooms daily to provide additional instructional support. Parent volunteers also assist with leading our school chorus, teaching foreign language classes, coaching our running club, and assisting with our school garden. The principal hosts Coffee with the Principal monthly allowing parents to stay informed about school events and trends in education at the local, state, and national level, as well as coordinates a Parent University series with daytime and evening classes. At Arroyo Verde, we are fortunate to have partnerships with both the community and our school families that are numerous and varied. We take pride in fostering a strong sense of community among students, parents, and staff. Through this cooperative spirit we are able to maintain a culture that cultivates a high level of student success.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	111
Grade 1	96
Grade 2	94
Grade 3	102
Grade 4	104
Grade 5	99
Total Enrollment	606

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	6.6
American Indian or Alaska Native	0.5
Asian	6.4
Filipino	2.8
Hispanic or Latino	43.9
Native Hawaiian or Pacific Islander	0.8
White	32.7
Two or More Races	6.1
Socioeconomically Disadvantaged	48
English Learners	4.6
Students with Disabilities	6.8
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	24	24	25	17
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	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.6	0.5
High-Poverty Schools in District	99.6	0.4
Low-Poverty Schools in District	99.4	0.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

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 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys Common Core Houghton Mifflin Harcourt (2014)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Math In Focus Houghton Mifflin Harcourt (2015)	Yes	0%
Science	California Science Macmillian/McGraw-Hill (2008)	Yes	0%
History-Social Science	History - Social Science for California Scott Foresman (2006)	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 the beautiful new 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 media center/computer 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. All classrooms, other learning stations and office stations have the capability of using Email and accessing the Internet.

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. 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)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	55	69	53	59	44	48
Mathematics	47	55	40	44	34	36

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	105	105	100.0	66.7
	4	105	103	98.1	68.0
	5	102	101	99.0	71.3
Male	3	47	47	100.0	61.7
	4	55	54	98.2	68.5
	5	52	52	100.0	63.5
Female	3	58	58	100.0	70.7
	4	50	49	98.0	67.3
	5	50	49	98.0	79.6
Black or African American	3	11	11	100.0	27.3
Hispanic or Latino	3	40	40	100.0	62.5
	4	49	48	98.0	56.3
	5	51	51	100.0	60.8
White	3	33	33	100.0	69.7
	4	33	32	97.0	71.9
	5	27	26	96.3	84.6
Socioeconomically Disadvantaged	3	45	45	100.0	53.3
	4	44	43	97.7	48.8
	5	54	54	100.0	66.7
Students with Disabilities	3	11	11	100.0	18.2
	4	12	12	100.0	25.0
	5	16	16	100.0	18.8

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 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.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	105	105	100.0	73.3
	4	105	103	98.1	48.5
	5	102	101	99.0	42.6
Male	3	47	47	100.0	68.1
	4	55	54	98.2	44.4
	5	52	52	100.0	40.4
Female	3	58	58	100.0	77.6
	4	50	49	98.0	53.1
	5	50	49	98.0	44.9
Black or African American	3	11	11	100.0	36.4
Hispanic or Latino	3	40	40	100.0	70.0
	4	49	48	98.0	35.4
	5	51	51	100.0	31.4
White	3	33	33	100.0	81.8
	4	33	32	97.0	59.4
	5	27	26	96.3	61.5
Socioeconomically Disadvantaged	3	45	45	100.0	57.8
	4	44	43	97.7	25.6
	5	54	54	100.0	29.6
Students with Disabilities	3	11	11	100.0	27.3
	4	12	12	100.0	25.0
	5	16	16	100.0	18.8

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 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	86	86	85	72	71	68	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	102	99	97.1	84.9
Male	52	50	96.2	82.0
Female	50	49	98.0	87.8
Hispanic or Latino	51	50	98.0	80.0
White	27	26	96.3	92.3
Socioeconomically Disadvantaged	54	52	96.3	78.9
Students with Disabilities	16	14	87.5	64.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.6	22.5	20.6

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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, computer lab assistance to teachers and students, math and literacy small group leaders, advisors on district committees, School Site Council Members, English Language Advisory Committee, and PTA. For more information about volunteering, SSC, ELAC, and PTA please visit the school website.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.3	0.9	1.6	4.8	3.7	4.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 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 front entrance, which is near the administration office. Signs are posted to indicate all visitors must report to the administration office and may not be on school grounds unless they have a visitors pass.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2010-2011
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	56.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16	6	1		23	1	4		23		6	
1	25		3		27		3		23		4	
2	27		4		28		4		25		4	
3	25		3		28		4		25		4	
4	31		1	2	31		3		35		3	
5	29		4		28	1	2	1	34		1	2
Other	10	1										

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,664.19	\$867.40	\$4,796.79	\$84,661.69
District	N/A	N/A	\$4,796.79	\$80,558
Percent Difference: School Site and District	N/A	N/A	0.0	5.1
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-15.5	11.6

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

Types of Services Funded (Fiscal Year 2015-16)

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 CST utilizing the Illuminate system. Students will be taught test taking strategies. They will practice those strategies on the RUSD Common Assessments and Smarter Balanced Interim Assessments and review with their teachers the results of those assessments to improve their success on future assessments.

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 diverse instructional strategies to meet student needs
- Continue to use assessment 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 API and AYP growth targets as determined by the state
- Students will improve performance on district assessments
- ELL students will show improved performance on the CELDT
- Students will improve attendance and tardy rates
- Students will continue to demonstrate good character through support of the Character Counts program

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,473	\$45,092
Mid-Range Teacher Salary	\$76,873	\$71,627
Highest Teacher Salary	\$96,912	\$93,288
Average Principal Salary (Elementary)	\$118,476	\$115,631
Average Principal Salary (Middle)	\$127,244	\$120,915
Average Principal Salary (High)	\$138,146	\$132,029
Superintendent Salary	\$184,914	\$249,537
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

On-going professional growth for staff is a priority at Arroyo Verde Elementary School. Through the School Based Coordinated Program, eight shortened school days have been planned for staff development. Grade levels meet and communicate on a regular basis in PLC meetings both during and after school. Redlands Unified School District offers a wide variety of staff development for all teachers on a variety of topics including 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, Thinking Maps, PBIS, Lexia and textbook adoption professional development with out of district staff development consultants.