# California Department of Education
# School Accountability Report Card
# Reported Using Data from the 2019 - 2020 School Year
*Published During 2020 - 2021*

## For: Arnold Adreani Elementary

**Address:** 9927 Wildhawk West Dr, Sacramento, CA 95829
**Principal:** Mark Vierra

**Phone:** 916-525-0630
**Grade Span:** K-6

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 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 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.

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

# About This School

| District Name | Elk Grove Unified |
|---|---|
| **Phone Number** | (916) 686-5085 |
| **Web Site** | www.egusd.net |
| **Superintendent** | Christopher R. Hoffman |
| **E-mail Address** | choffman@egusd.net |

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

| School Name | Arnold Adreani Elementary |
|---|---|
| **Street** | 9927 Wildhawk West Dr |
| **City, State, Zip** | Sacramento, CA 95829 |
| **Phone Number** | 916-525-0630 |
| **Principal** | Mark Vierra |
| **E-mail Address** | mavierra@egusd.net |
| **Web Site** | http://blogs.egusd.net/adreani/ |
| **County-District-School(CDS) Code** | 34673140108720 |

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

Arnold Adreani Elementary
A Community of Lifelong Learners!

Arnold Adreani Elementary truly provides a unique and wonderful educational experience for children - from the safety of our campus, to the warmth of the learning environment, to the rigor and breadth of the instructional programs. All aspects of the school contribute to providing children with the skills they need to be successful learners.

Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential. We focus on supporting our students in reaching our district's bold goals.

Through the efforts of our staff, students and families, we have maintained the highest CAASPP scores in EGUSD under the rigor of the California Common Core Standards in English/Language Arts and Math. We know our students will continue to achieve at the highest level and appreciate the Adreani community's commitment to strong academics.

Our success in implementing our district's mission can be evidenced through our school's special strengths: Positive Behavior Intervention Systems (PBIS), physical education, technology instruction, high expectations for all students and GATE. In addition, we frequently celebrate students for their behavioral and academic success. Parent support and involvement are part of the foundation that contributes to the success of Arnold Adreani Elementary. Some serve as classroom or library volunteers, while others plan family events and activities. Parents also support student success by providing space, time and encouragement for daily homework and by sending a clear message that education and regular school attendance are important to the family. Staff and students alike deeply appreciate the contributions of our community.

The safety of our students is this school's first priority and the behavior expectations are equitably reinforced. We emphasize safe, respectful, and responsible behavior...we call this, "The Wildhawk Way." All adults visiting the campus are required to check in through the school office. This is all part of our priority of making students feel comfortable and secure on campus.

Mark Vierra, Principal
Arnold Adreani Elementary School

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

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 143 |
| Grade 1 | 95 |
| Grade 2 | 105 |
| Grade 3 | 104 |
| Grade 4 | 119 |
| Grade 5 | 133 |
| Grade 6 | 121 |
| Grade 7 | 0 |
| Grade 8 | 0 |
| Ungraded Elementary | 0 |
| Grade 9 | 0 |
| Grade 10 | 0 |
| Grade 11 | 0 |
| Grade 12 | 0 |
| Ungraded Secondary | 0 |
| Total Enrollment | 820 |

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

| Student Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 5.20% |
| American Indian or Alaska Native | 0.50% |
| Asian | 39.30% |
| Filipino | 3.50% |
| Hispanic or Latino | 14.90% |
| Native Hawaiian or Pacific Islander | 1.70% |
| White | 23.20% |
| Two or More Races | 11.70% |
| Socioeconomically Disadvantaged | 28.00% |
| English Learners | 10.10% |
| Students with Disabilities | 9.40% |
| Foster Youth | 0.20% |
| Homeless | 0.20% |

# 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 2018 - 2019 | School 2019 - 2020 | School 2020 - 2021 | District 2020 - 2021 |
|---|---|---|---|---|
| **With Full Credential** | 36 | 39 | 37 | 3146 |
| **Without Full Credential** | 0 | 0 | 0 | 42 |
| **Teaching Outside Subject Area of Competence (with full credential)** | 0 | 0 | 0 | 50 |

## Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018 - 2019 | 2019 - 2020 | 2020 - 2021 |
|---|---|---|---|
| **Misassignments of Teachers of English Learners** | 0 | 0 | 0 |
| **Total Teacher Misassignments*** | 0 | 0 | 0 |
| **Vacant Teacher Positions** | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2020 - 2021)

All students, including English learners, have sufficient textbooks to use at school and to take home in the following subject areas.

Date of Public Hearing on Sufficiency: September 1, 2020
Year and month in which data were collected: September 1, 2020

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | All English/Language Arts books K-12 are provided one per student. | | |
| *World of Wonders* by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education. | TK - *Big Book Package*. No student materials. Adopted EGUSD 2016 | Yes | 0 |
| *California Wonders* by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | K- *Your Turn Practice Book, Close Reading Companion* 1st- *Literature Anthology units 1-4, Your Turn Practice Book, Close Reading Companion.* 2nd-6th: *Literature Anthology, Your Turn Practice Book, Close Reading Companion.* Adopted EGUSD 2016 | Yes | 0 |
| *CA StudySync* by McGraw Hill, © 2017 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | 7th-8th - Student Edition<br><br>Adopted EGUSD 2017 | Yes | 0 |
| AP English books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | 9th-12th - Student Edition *CA StudySync* by McGraw Hill, © 2017 Adopted EGUSD 2017<br><br>10th Honors - *Advanced Language & Literature*, Bedford, Freeman & Worth © 2016 Adopted EGUSD 2018 | Yes | 0 |
| AP English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | AP Courses: 11th - *Language of Composition*, Bedford/St. Martins © 2013 Adopted EGUSD 2015<br><br>12th - *Bedford Introduction to Literature*, Bedford/St. Martins © 2016 Adopted EGUSD 2017 | Yes | 0 |
| IB English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | IB Courses: *Theory of Knowledge*, Cambridge University Press © 2009 Adopted EGUSD 2010<br><br>*English A: Literature for the IB Diploma*, Oxford University Press © 2012; Adopted EGUSD 2016<br><br>*Bedford Introduction to Literature*, Bedford/St. Martins © 2016 | Yes | 0 |

| | | | |
|---|---|---|---|
| | Adopted EGUSD 2017 | | |
| **Mathematics** | All Math books K-12 are provided one per student. | | |
| *World of Wonders* by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education. | TK - *Big Book Package*. No student materials. Adopted EGUSD 2016 | Yes | 0 |
| *CA GoMath*, © 2015 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | K-6th - Student Edition and Practice workbook Adopted EGUSD 2015 | Yes | 0 |
| Mathematics books by multiple publishers in grades 7-8. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | 7th-8th *Go Math*, Houghton Mifflin Harcourt Publishing © 2015; Adopted EGUSD 2015<br><br>8th *Integrated Math 1*, Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015 | Yes | 0 |
| Mathematics books by multiple publishers in grades 9-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | 9th-12th Integrated Math 1, Integrated Math 2, Integrated Math 3, Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015<br><br>*Statistics & Probability with Applications 3e* Bedford Freeman & Worth © 2016; *PreCalculus with Limits 4e* Cengage © 2018 Adopted EGUSD 2018 | Yes | 0 |
| AP mathematics books by multiple publishers in grades 10-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | AP Courses: *Calculus: Graphical, Numerical*, Pearson 2016; *Practice of Statistics*, 5th Ed., WH Freeman & Co. © 2015 Adopted EGUSD 2016<br><br>*Calculus 11th edition*, Cengage © 2018 Adopted EGUSD 2018 | Yes | 0 |
| IB mathematics books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | IB Courses: *Mathematics for the IB Student*, Haese Mathematics © 2012, 3rd Edition, *Standard Level Mathematics, Higher Level Mathematics*, Pearson © 2012; Adopted EGUSD 2012<br><br>*Calculus 8th edition*, McDougal Littell © 2006 Adopted EGUSD 2014 | Yes | 0 |
| **Science** | All 2-12 Science books are provided one per student. | | |
| *World of Wonders* by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education | TK - *Big Book Package*. No student materials. Adopted EGUSD 2016 | Yes | 0 |
| California Science by McGraw Hill © 2008 for | K - Literature Big Book Package | Yes | 0 |

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|---|---|---|---|
| grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | 1st - Unit Big Book Package<br>2nd - 5th - Student Edition<br>Adopted EGUSD 2008 | | |
| Science text by STEMscopes © 2019 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | 6th - *Earth & Space Science*<br>7th - *Life Science*<br>8th - *Physical Science*<br>Adopted EGUSD 2020 | Yes | 0 |
| Science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | *Astronomy Today*, Prentice Hall © 2002;<br>Adopted EGUSD 2002<br><br>*Criminalistics*, Prentice Hall © 2004, *Environmental Science*, McGraw Hill © 2005; *Fundamentals of Anatomy & Physiology* © 2006, Prentice Hall; *Chemistry in the Community* © 2006, VHPS;<br>Adopted EGUSD 2006<br><br>*Foundations in Microbiology*, McGraw Hill, © 2005<br>Adopted EGUSD 2008<br><br>*The Living Earth*, © 2019, *Physics in the Universe*, © 2019, *STEMscopes, Experience Chemistry*, © 2019 Pearson;<br>Adopted EGUSD 2020 | Yes | 0 |
| AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | AP Courses: *Biology by Campbell*, Pearson © 2011;<br>Adopted EGUSD 2012<br><br>*Chemistry: A Molecular Approach*, Pearson © 2014;<br>Adopted EGUSD 2013<br><br>*College Physics, 9th Ed., Cengage* © 2012<br>Adopted EGUSD 2014 | Yes | 0 |
| IB science books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | IB Courses:<br><br>*Higher Level Biology*, 2nd Ed., Pearson © 2014;<br><br>*Standard Level Chemistry*, 2nd Edition, Pearson © 2014;<br>*Higher Level Chemistry*, 2nd Edition, Pearson © 2014;<br>Adopted EGUSD 2015<br><br>Supplemental for English Learners:<br><br>*Concepts and Challenges in Earth Science*, Pearson/Globe Fearon © 2003<br>Adopted EGUSD 2008 | Yes | 0 |
| **History-Social Science** | All 1-12 History-Social Science books are provided one per student. | | |
| *World of Wonders* by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education | TK - *Big Book Package*. No student materials.<br>Adopted EGUSD 2016 | Yes | 0 |
| *Impact: California* by McGraw Hill © 2019 in K-5 grades. This program is from the current SBE | K- *Learning and Working Now and Long Ago*<br>1st - *A Child's Place in Time and Space* | Yes | 0 |

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|---|---|---|---|
| adoption. The following materials are provided one per student by grade level: | 2nd - *People Who Make a Difference*<br>3rd - *Continuity and Change*<br>4th - *California: A Changing State*<br>5th - *US History: Making a New Nation*<br>Adopted EGUSD 2019 | | |
| *Impact: California* by McGraw Hill © 2019 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | 6th - *Ancient Civilizations*<br>7th - *Medieval to Early Modern Times*<br>8th - *United States History & Geography*<br>Adopted EGUSD 2019 | Yes | 0 |
| Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | *World Geography and Cultures, Understanding Psychology* © 2008, Glencoe © 2008<br>Adopted EGUSD 2008<br><br>*World History Culture & Geography: The Modern World* © 2019, *United States History & Geography, Continuity & Change* © 2019, *Principles of American Democracy* © 2019, *Principles of Economics* © 2019, McGraw Hill<br>Adopted EGUSD 2020 | Yes | 0 |
| AP social science books by multiple publishers in grades 10-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | AP Courses<br><br>*Essentials of Comparative Politics*, W.W. Norton © 2015<br>Adopted EGUSD 2016<br><br>*Krugman's Economics* © 2015, *America's History*, © 2014, Bedford Freeman & Worth, *Worlds Together Worlds Apart* © 2016, *American Politics Today* © 2017, W.W. Norton; Adopted EGUSD 2017 | Yes | 0 |
| IB social science books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | IB Courses:<br>*History of the Americas* © 2015;<br>Adopted EGUSD 2017<br><br>*The Cold War Superpower Tensions and Rivalries* © 2015, Oxford University Press; *Authoritarian States*, © 2015, Oxford University Press<br>Adopted EGUSD 2018 | Yes | 0 |
| | Supplemental for English Learners<br>*World Geography & Cultures* © 2002, *World History* © 2008, *US History* © 2004, *American Government* © 2001, *Economics* © 2001, Pacemaker Series, AGS Globe Fearon; Adopted EGUSD 2008 | Yes | 0 |
| **Foreign Language** | All 7-12 World language books are provided one per student. | | |
| World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education. | *Adventures in Japanese* III, Cheng & Tsui, © 1998;<br>Adopted EGUSD 2000<br><br>*Realidades* I, II, III, IV, Pearson © 2014, *Bien dit!* I, II, III, HMH © 2013, *Intrigue* 3rd Ed., Pearson © 2011, *Deutsch Aktuell* I, II, III, EMC-Paradigm, © 2010, *Haruichiban and Ginga*, Kisetsu, © 2014;<br>Adopted EGUSD 2014<br><br>*Genki II*, Japanese Times © 2011; | Yes | 0 |

| | Adopted EGUSD 2017 | | |
|---|---|---|---|
| AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. | AP Courses:<br>*Abriendo Puertas*, McDougal Littell © 2003;<br>Adopted EGUSD 2002<br><br>*Kaleidoskop*, Houghton Mifflin © 2007;<br>Adopted EGUSD 2006<br><br>*Yookoso!*, McGraw-Hill © 2006;<br>Adopted EGUSD 2007<br><br>*Temas*, Vista Higher Learning © 2014, *Intrigue* 3rd Ed., Pearson © 2011;<br>Adopted EGUSD 2014 | Yes | 0 |
| IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. | IB Courses: *Adventures in Japanese* III, Cheng & Tsui © 1998;<br>Adopted EGUSD 2000<br><br>*Yookoso!* McGraw-Hill © 2006;<br>Adopted EGUSD 2007<br><br>*French B Course Companion, Spanish B Course Companion,* © 2018, Oxford University Press<br>Adopted EGUSD 2019 | Yes | 0 |
| **Visual and Performing Arts** | | | |
| All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education. | 7th-8th:<br>*Tradition of Excellence*, Beacon Music © 2011;<br>Adopted EGUSD 2018 | Yes | 0 |
| | 9-12th:<br>*Alfred's Basic Adult Piano Course*, Alfred Music © 1999; *Basic Drama Projects*, Perfection Learning © 2015; *Beginning Sculpture*, Davis © 2005; *Communication Through Graphic Design*, Davis © 2010; *Dance Composition*, Davis © 2009; *Discovering Drawing*, Davis © 2018; *Discovering Dance*, Human Kinetics © 2014; *Drama for Reading and Performance*, Perfection Learning © 2008; *Experience Clay*, Davis © 2011; *Experience Painting*, Davis © 2015; *Experiencing Dance*, Human Kinetics © 2014; *Focus on Photography*, Davis © 2016; *Guitar School*, Alfred Music © 1998; *Photography*, Pearson © 2016;<br>Adopted EGUSD 2018 | Yes | 0 |
| AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. | AP Courses:<br>*Gardner's Art Through the Ages*, Thomson/Wadsworth © 2005;<br>Adopted EGUSD 2005<br><br>*Musician's Guide to Theory and Analysis*, WW Norton © 2006;<br>Adopted EGUSD 2018 | Yes | 0 |
| **Health** | All 9-12 Health books are provided one per student. | | |
| All high school textbooks are from the most recent adoption of the local governing Board of | *Health*, Glencoe © 2004<br>Adopted EGUSD 2004 | Yes | 0 |

| | | | |
|---|---|---|---|
| Education. | | | |
| **Science Laboratory Equipment (grades 9-12)** | All 9-12 students utilizing a lab have access to appropriate equipment. | | |

## School Facility Conditions and Planned Improvements (School Year 2020 - 2021)

Arnold Adreani Elementary School has 36 classrooms, a multipurpose room, a library, a Learning Center, one computer lab and an administration building. We have two separate playgrounds: one for TK and Kindergarten students, and one for 1st through 6th grade students. The campus was completed in 2005 and the school opened for the 2005-2006 school year in August of 2005.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Included is information from the facility survey instrument on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated, which is the highest rating possible.

## School Facility Good Repair Status (School Year 2020 - 2021)

Year and month of the most recent FIT report : 4/21/2020

| System Inspected | Good | Fair | Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | x | | | N/A |
| **Interior:** Interior Surfaces | x | | | N/A |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | x | | | N/A |
| **Electrical:** Electrical | x | | | N/A |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | x | | | N/A |
| **Safety:** Fire Safety, Hazardous Materials | x | | | N/A |
| **Structural:** Structural Damage, Roofs | x | | | N/A |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | x | | | N/A |

## Overall Facility (School Year 2020 - 2021)
Year and month of the most recent FIT report: 4/21/2020

Overall Rating

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| x | | | |

The district's maintenance and grounds departments work in concert with the school site custodial team to ensure that school buildings, classrooms, and grounds are maintained at exceptional levels to provide a safe and functional environment for all students. The district utilizes the latest electronic work order system enabling site administration and custodians to communicate maintenance needs, urgent repairs, or necessary projects. Emergency repair needs are immediately resolved by either the school custodian or district maintenance staff. The school's custodians work as a team and with the principal to develop a daily cleaning process and schedule. Each morning the lead custodian inspects the school prior to students and staff entering school grounds. Restrooms are inspected throughout the day to ensure that they are adequately stocked, safe, and sanitary. The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, or at the district office.

The State Deferred Maintenance Program (DMP) was established in 1980 to aid districts in major maintenance projects. Beginning with the 2013-2014 fiscal year and the inception of the Local Control Funding Formula (LCFF) the State has intended for Deferred Maintenance needs and expenses to be included in the District's LCFF allotment. The district continues to fund routine projects previously considered as part of the State's former DMP at levels required by the State and continues to use local resources.

This year, through the approval of Measure M, our campus has received a shade structure that is located near the play structure.

# B. Pupil Outcomes

## State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
## Grades Three through Eight and Grade Eleven
## Percent of Students Meeting or Exceeding the State Standards

| Subject | School 2018 - 2019 | School 2019 - 2020 | District 2018 - 2019 | District 2019 - 2020 | State 2018 - 2019 | State 2019 - 2020 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy (grades 3-8 and 11)** | 84% | N/A | 56% | N/A | 50% | N/A |
| **Mathematics (grades 3-8 and 11)** | 82% | N/A | 45% | N/A | 39% | N/A |

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

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

Note: Percentages are not 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

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

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

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

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

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

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

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

| Subject | School 2018 - 2019 | School 2019 - 2020 | District 2018 - 2019 | District 2019 - 2020 | State 2018 - 2019 | State 2019 - 2020 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8, and high school) | 66% | N/A | 32% | N/A | 30% | N/A |

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

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

## CAASPP Test Results in Science by Student Group
## Grades Five, Eight, and High School
## (School Year 2019 - 2020)

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

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

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

# 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 area of physical education.

California Physical Fitness Test Results (School Year 2019 - 2020)

| Grade Level | Percent of Students Meeting Four of Six Fitness Standards | Percent of Students Meeting Five of Six Fitness Standards | Percent of Students Meeting Six of Six Fitness Standards |
|---|---|---|---|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

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

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

# 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 2020 - 2021)

Our actively engaged community is one of the hallmarks to our success. We have frequent opportunities to be involved on campus both through an active PTA and supportive staff. Our School Site Council assists the principal with important governance decisions. We have the Watch D.O.G.S program in which dads volunteer a day on campus. Please join us for Back to School Night in the fall, Open House in the spring, or myriad of other excellent events. Please contact our principal, Mr. Vierra or the front office at 525-0630 for further information.

## 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 2017 - 2018* | School 2018 - 2019* | School 2019 - 2020** | District 2017 - 2018* | District 2018 - 2019* | District 2019 - 2020** | State 2017 - 2018* | State 2018 - 2019* | State 2019 - 2020** |
|---|---|---|---|---|---|---|---|---|---|
| **Suspensions** | 0.8% | 0.6% | 0.2% | 4.3% | 5.1% | 4.1% | 3.5% | 3.5% | 2.50% |
| **Expulsions** | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.05% |

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

*(For school years 2017-2018 and 2018-2019: data collected between July through June, each full school year respectively)

**(For school year 2019-2020, only: data collected between July through February, partial school year due to the COVID-19 pandemic)

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

At Arnold Adreani Elementary, we believe that safety is foundational to academic achievement. We begin and end each day with staff supervision of crosswalks, morning lines and drop off/dismissal. All visitors must check in the office using our Complete Campus Security System. Supervision of students is provided before and after school hours. All parent volunteers and chaperones must be fingerprinted. The district's Police Services Department works closely with our school site to provide a safe, secure environment for all students. Our staff and School Site Council reviewed and updated our School Safety Plan in January of 2020. An "Emergency Handbook," outlining a plan of action for emergencies such as earthquakes, fires, and lockdowns, is kept in the school office and all classrooms.

# D. Other SARC Information

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

## Average Class Size and Class Size Distribution (Elementary) (School Year 2017 - 2018)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| K | 21 | 2 | 4 | |
| 1 | 23 | | 4 | |
| 2 | 24 | | 3 | |
| 3 | 24 | | 5 | |
| 4 | 28 | | 4 | |
| 5 | 26 | | 5 | |
| 6 | 27 | | 5 | |
| Other** | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

## Average Class Size and Class Size Distribution (Elementary) (School Year 2018 - 2019)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| K | 24 | 1 | 6 | |
| 1 | 24 | | 3 | |
| 2 | 26 | | 4 | |
| 3 | 26 | | 4 | |
| 4 | 28 | | 4 | |
| 5 | 26 | | 5 | |
| 6 | 27 | 1 | 4 | |
| Other** | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

## Average Class Size and Class Size Distribution (Elementary) (School Year 2019 - 2020)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| K | 25 | | 5 | |
| 1 | 31 | | 4 | |
| 2 | 30 | | 3 | 1 |
| 3 | 23 | | 5 | |
| 4 | 27 | | 4 | |
| 5 | 29 | | 4 | |
| 6 | 27 | | 5 | |
| Other** | 16 | 2 | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

## Ratio** of Academic Counselors to Pupils (School Year 2019 - 2020)

| Title | Ratio |
|---|---|
| Academic Counselors* | 0 |

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

## Student Support Services Staff (School Year 2019 - 2020)

| Title | Number of FTE* Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 0.4 |
| Resource Specialist (non-teaching) | |
| Other | 1.5 |

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

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018 - 2019)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/ Restricted) | Expenditures Per Pupil (Basic/ Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $7,706 | $1,430 | $6,276 | $84,532 |
| District | N/A | N/A | $7,262 | $81,565 |
| Percent Difference - School Site and District | N/A | N/A | -14.57% | 3.57% |
| State | N/A | N/A | $7,750 | $83,052 |
| Percent Difference - School Site and State | N/A | N/A | -21.02% | 1.77% |

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

## Types of Services Funded (Fiscal Year 2020 - 2021)

At Arnold Adreani Elementary, we a have highly qualified staff to assist students with special learning needs. Our Learning Center provides support for our special education students. Instruction to English Learners is provided by classroom teachers during differentiated instruction and designated ELD instruction with the use of the Wonders ELD curriculum. Our Gifted and Talented (GATE) students participate in accelerated instruction within the classroom setting and our Adreani GATE Program. As a site, we focus on providing incentive programs for our students such as: Accelerated Reading Academy, Principal's Writing Club, Caught You Being Good (WOW Tickets), Math Club, Student of the Week, Honor Roll, Perfect Attendance, National Elementary Honor Society, Student Leadership, Science Olympiad and additional classroom incentives per each individual teacher. For our kindergarten students, we have B.E.A.M. (Be Excited About Math) and B.E.A.R. (Be Excited About Reading) to name a few.

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

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $47,193 | $50,029 |
| **Mid-Range Teacher Salary** | $67,621 | $77,680 |
| **Highest Teacher Salary** | $98,138 | $102,143 |
| **Average Principal Salary (Elementary)** | $124,714 | $128,526 |
| **Average Principal Salary (Middle)** | $121,146 | $133,574 |
| **Average Principal Salary (High)** | $136,759 | $147,006 |
| **Superintendent Salary** | $351,385 | $284,736 |
| **Percent of Budget for Teacher Salaries** | 36.00% | 33.00% |
| **Percent of Budget for Administrative Salaries** | 4.00% | 5.00% |

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

## Professional Development

Our school/district offers a variety of professional learning opportunities for teachers, instructional aides, and support staff. As a site, we are currently focusing on the implementation of Illuminate to allow assessment to drive our instruction and intervention. This is an important component of the framework for high quality instruction. In 20-21, our focus remains on strong teacher efficacy through Professional Learning Communities and the bolstering of instruction targeted at specific student need. In addition, we continue to integrate opportunities for our students to access resources via chromebooks both with the curriculum and in preparation for the state test. During on-going grade level meetings, teachers meet and review student work, make determinations about students' strengths and weaknesses, and plan subsequent instruction to meet students' needs. Additionally, special education teachers have numerous opportunities to learn how to best meet the needs of students with learning disabilities.

| | 2018 - 2019 | 2019 - 2020 | 2020 - 2021 |
|---|---|---|---|
| **School Days Dedicated to Staff Development** | 14 | 14 | 14 |