

California Department of Education School Accountability Report Card

Reported Using Data from the 2023 - 2024 School Year
Published During 2024 - 2025

For: Arnold Adreani Elementary

Address: 9927 Wildhawk West Dr, Sacramento, CA 95829
Principal: Laura Smetak-Buck

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.

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.

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>.

About This School

District Contact Information (School Year 2024 - 2025)

| | |
|-----------------------|------------------------|
| 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 2024 - 2025)

| | |
|---|---------------------------|
| School Name | Arnold Adreani Elementary |
| Street | 9927 Wildhawk West Dr |
| City, State, Zip | Sacramento, CA 95829 |
| Phone Number | 916-525-0630 |
| Principal | Laura Smetak-Buck |
| E-mail Address | lsmetak@egusd.net |
| Web Site | https://adreani.egusd.net |
| Grade Span | Kindergarten - 6th Grade |
| County-District-School(CDS) Code | 34673140108720 |

School Description and Mission Statement (School Year 2024 - 2025)

| |
|---|
| <p>Arnold Adreani Elementary - A Community of Lifelong Learners!</p> <p>Arnold Adreani Elementary School provides an exceptional 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.</p> <p>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.</p> <p>Through the efforts of our staff, students, and families, we have maintained high-level CAASPP scores under the rigor of California's state 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.</p> <p>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. Parents may serve as classroom or library volunteers or 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.</p> <p>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 must check in through the school office. This is all part of our priority of making students feel comfortable and secure on campus.</p> <p>Laura Smetak-Buck, Principal Arnold Adreani Elementary School</p> |
|---|

Student Enrollment by Grade Level (School Year 2023 - 2024)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 157 |
| Grade 1 | 124 |
| Grade 2 | 130 |
| Grade 3 | 125 |
| Grade 4 | 106 |
| Grade 5 | 154 |
| Grade 6 | 105 |
| Grade 7 | 0 |
| Grade 8 | 0 |
| Grade 9 | 0 |
| Grade 10 | 0 |
| Grade 11 | 0 |
| Grade 12 | 0 |
| Total Enrollment | 901 |

Student Enrollment by Student Group (School Year 2023 - 2024)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 47.50% |
| Male | 52.50% |
| Non-Binary | 0.00% |
| American Indian or Alaska Native | 0.10% |
| Asian | 50.70% |
| Black or African American | 2.90% |
| Filipino | 3.60% |
| Hispanic or Latino | 16.00% |
| Native Hawaiian or Pacific Islander | 1.00% |
| Two or More Races | 9.40% |
| White | 16.10% |
| English Learners | 15.40% |
| Foster Youth | 0.00% |
| Homeless | 0.90% |
| Migrant | 0.10% |
| Socioeconomically Disadvantaged | 26.50% |
| Students with Disabilities | 12.90% |

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 Preparation and Placement (School Year 2020 - 2021)

| 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) | 34.70 | 100.00% | 2617.20 | 92.08% | 228366.10 | 83.12% |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00% | 22.10 | 0.78% | 4205.90 | 1.53% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00% | 44.70 | 1.57% | 11216.70 | 4.08% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00% | 54.70 | 1.93% | 12115.80 | 4.41% |
| Unknown/Incomplete/NA | 0.00 | 0.00% | 103.30 | 3.64% | 18854.30 | 6.86% |
| Total Teaching Positions | 34.70 | 100.00% | 2842.20 | 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021 - 2022)

| 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) | 35.30 | 97.25% | 2737.20 | 90.11% | 234405.20 | 84.00% |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00% | 24.80 | 0.82% | 4853.00 | 1.74% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00% | 42.20 | 1.39% | 12001.50 | 4.30% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 1.00 | 2.75% | 72.10 | 2.37% | 11953.10 | 4.28% |
| Unknown/Incomplete/NA | 0.00 | 0.00% | 161.10 | 5.30% | 15831.90 | 5.67% |
| Total Teaching Positions | 36.30 | 100.00% | 3037.40 | 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022 - 2023)

| 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) | 38.70 | 97.48% | 2764.10 | 90.32% | 231142.40 | 100.00% |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00% | 41.30 | 1.35% | 5566.40 | 2.00% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00% | 60.90 | 1.99% | 14938.30 | 5.38% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00% | 70.40 | 2.30% | 11746.90 | 4.23% |
| Unknown/Incomplete/NA | 1.00 | 2.52% | 123.40 | 4.03% | 14303.80 | 5.15% |
| Total Teaching Positions | 39.70 | 100.00% | 3060.40 | 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 to 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 - 2021 | 2021 - 2022 | 2022 - 2023 |
|--|-------------|-------------|-------------|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 0.00 | 0.00 | 0 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.00 | 0 |

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

| Indicator | 2020 - 2021 | 2021 - 2022 | 2022 - 2023 |
|--|-------------|-------------|-------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 | 0 |
| Local Assignment Options | 0.00 | 1.00 | 0 |
| Total Out-of-Field Teachers | 0.00 | 1.00 | 0 |

Class Assignments

| Indicator | 2020 - 2021 | 2021 - 2022 | 2022 - 2023 |
|--|-------------|-------------|-------------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00% | 0% | 0% |
| 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>.

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2024 - 2025)

Year and month in which data were collected: September 3, 2024

| Textbooks and Instructional Materials Year of Adoption (Translation of textbook names available on request) | | | |
|---|---|----------------------------|--|
| Subject | | | |
| Reading/Language Arts | All English/Language Arts books K-12 are provided one per student. | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
| <i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education. | TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016 | Yes | 0 |
| <i>California Wonders</i> 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- <i>Your Turn Practice Book</i> 1st- <i>Literature Anthology units 1-4, Your Turn Practice Book</i> 2nd-6th: <i>Literature Anthology, Your Turn Practice Book</i> Adopted EGUSD 2016 | Yes | 0 |
| <i>CA StudySync</i> 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 Adopted EGUSD 2017 | Yes | 0 |
| 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 <i>CA StudySync</i> by McGraw Hill, © 2017 Adopted EGUSD 2017 10th Honors - <i>Advanced Language & Literature</i> , 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 - <i>Language of Composition</i> , Bedford/St. Martins © 2023 Adopted EGUSD 2023 12th - <i>Literature & Composition</i> , Bedford/St. Martins © 2022 Adopted EGUSD 2022 | 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: <i>Theory of Knowledge</i> , Oxford University Press © 2020 Adopted EGUSD 2020 <i>English A: Literature for the IB Diploma</i> , Oxford University Press © 2019; Adopted EGUSD 2021 | Yes | 0 |
| Mathematics | All Math books K-12 are provided one per student. | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
| <i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education. | TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016 | Yes | 0 |
| <i>Envision Math</i> , © 2020, © 2021 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 2023 | Yes | 0 |

| <p><i>Imagine IM Math</i>, © 2024 in grades 7-8 and <i>Reveal Math 1</i> © 2020 in grade 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:</p> | <p>7th-8th <i>Imagine IM, Imagine Learning</i> © 2024; <i>Reveal Integrated Math 1</i>, McGraw Hill © 2020 Adopted EGUSD 2024</p> | Yes | 0 | | | | |
|--|--|----------------------------|--|---------|--|----------------------------|--|
| <p>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:</p> | <p>9th-12th <i>Statistics & Probability with Applications 3e</i> Bedford Freeman & Worth © 2016; <i>PreCalculus with Limits 4e</i> Cengage © 2018 Adopted EGUSD 2018 <i>Reveal IM Math 1-3</i> McGraw Hill © 2020 Adopted EGUSD 2024</p> | Yes | 0 | | | | |
| <p>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:</p> | <p>AP Courses: <i>Calculus: Graphical, Numerical</i>, Pearson 2016; <i>Practice of Statistics</i>, 5th Ed., WH Freeman & Co. © 2015 Adopted EGUSD 2016 <i>Calculus 11th edition</i>, Cengage © 2018 Adopted EGUSD 2018</p> | Yes | 0 | | | | |
| <p>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:</p> | <p>IB Courses: <i>Calculus: Graphical, Numerical</i>, Pearson © 2016 Adopted EGUSD 2016 <i>Mathematics Core Topics SL1</i> © 2019; <i>Mathematics Core Topics HL1</i> © 2019; <i>Mathematics Analysis & Approaches SL2</i> © 2019; <i>Mathematics Analysis & Approaches HL2</i> © 2019; <i>Mathematics Applications & Interpretation SL2</i> © 2019, Haese Mathematics Adopted EGUSD 2020</p> | Yes | 0 | | | | |
| <table border="1"> <thead> <tr> <th data-bbox="358 1052 451 1079">Science</th> <th data-bbox="678 1041 1187 1094">All 2-12 Science books are provided one per student.</th> <th data-bbox="1211 1020 1317 1125">From Most Recent Adoption?</th> <th data-bbox="1357 989 1463 1146">Percent Students Lacking Own Assigned Copy</th> </tr> </thead> </table> | | | | Science | All 2-12 Science books are provided one per student. | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
| Science | All 2-12 Science books are provided one per student. | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy | | | | |
| <p><i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education</p> | <p>TK - <i>Big Book Package</i>. No student materials. Adopted EGUSD 2016</p> | Yes | 0 | | | | |
| <p>Amplify Science by Amplify Education © 2019 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p> | <p>K - Big Book Package (3) 1st - Big Book Package (3) 2nd - Investigation Notebook (3) 3rd - 5th Investigation Notebook (4) Adopted EGUSD 2021</p> | Yes | 0 | | | | |
| <p>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:</p> | <p>6th - <i>Earth & Space Science</i> 7th - <i>Life Science</i> 8th - <i>Physical Science</i> Adopted EGUSD 2020</p> | Yes | 0 | | | | |
| <p>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:</p> | <p><i>Chemistry in the Community</i> © 2006, VHPS; Adopted EGUSD 2006 <i>Foundations in Microbiology</i>, McGraw Hill, © 2005 Adopted EGUSD 2008 <i>The Living Earth</i>, © 2019, <i>Physics in the Universe</i>, © 2019, <i>STEMscopes</i>, <i>Experience Chemistry</i>, © 2019 Pearson; Adopted EGUSD 2020 <i>Foundations of Astronomy</i>, Cengage © 2019, <i>Criminalistics</i>, Pearson © 2021, <i>Hole's Essentials of Anatomy & Physiology</i> © 2021, McGraw Hill; <i>Visualizing Environmental Science</i>, McGraw Hill © 2017; Adopted EGUSD 2022</p> | Yes | 0 | | | | |

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|--|---|--|--|
| <p>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:</p> | <p>AP Courses: <i>Campbell Biology in Focus</i>, Pearson © 2020; <i>Chemistry: A Molecular Approach</i>, Pearson © 2023; <i>Environmental Science for the AP Course</i>, Bedford/St. Martin © 2019; Adopted EGUSD 2022</p> <p><i>College Physics</i>, Cengage © 2023 Adopted EGUSD 2024</p> | Yes | 0 |
| <p>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:</p> | <p>IB Courses: <i>Standard Level Biology 3e</i>, <i>Higher Level Biology 3e</i>, <i>Standard Level Chemistry 3e</i>, <i>Higher Level Chemistry 3e</i>, Pearson © 2023 Adopted EGUSD 2024</p> | Yes | 0 |
| <p>History-Social Science</p> | <p>All 1-12 History-Social Science books are provided one per student.</p> | <p>From Most Recent Adoption?</p> | <p>Percent Students Lacking Own Assigned Copy</p> |
| | | | <p><i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education</p> |
| <p><i>Impact: California</i> by McGraw Hill © 2019 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p> | <p>K- <i>Learning and Working Now and Long Ago</i> 1st - <i>A Child's Place in Time and Space</i> 2nd - <i>People Who Make a Difference</i> 3rd - <i>Continuity and Change</i> 4th - <i>California: A Changing State</i> 5th - <i>US History: Making a New Nation</i> Adopted EGUSD 2019</p> | Yes | 0 |
| <p><i>Impact: California</i> 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:</p> | <p>6th - <i>Ancient Civilizations</i> 7th - <i>Medieval to Early Modern Times</i> 8th - <i>United States History & Geography</i> Adopted EGUSD 2019</p> | Yes | 0 |
| <p>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:</p> | <p><i>World History Culture & Geography: The Modern World</i>© 2019, <i>United States History & Geography, Continuity & Change</i>© 2019, <i>Principles of American Democracy</i> © 2019, <i>Principles of Economics</i> © 2019, McGraw Hill Adopted EGUSD 2020</p> <p><i>Geography Alive! Digital curriculum, TCI</i> Adopted EGUSD 2022</p> | Yes | 0 |
| <p>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:</p> | <p>AP Courses: <i>Human Geography, A Spatial Perspective</i> © 2021, Cengage; Adopted EGUSD 2022</p> <p><i>Give Me Liberty!</i> © 2020, W.W. Norton; <i>Ways of the World</i> © 2023, <i>American Government</i> © 2021, <i>Comparative Government</i> © 2023, <i>Krugman's Economics</i> © 2023, Bedford Freeman & Worth; Adopted EGUSD 2023</p> | Yes | 0 |
| <p>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:</p> | <p>IB Courses: <i>History of the Americas</i> © 2015; Adopted EGUSD 2017</p> <p><i>The Cold War Superpower Tensions and Rivalries</i>© 2015, Oxford University Press; <i>Authoritarian States</i>, © 2015, Oxford University Press Adopted EGUSD 2018</p> <p><i>Global Politics</i>, © 2017, Oxford University Press Adopted EGUSD 2022</p> | Yes | 0 |

| Foreign Language | All 7-12 World language books are provided one per student. | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|----------------------------|--|
| <p>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.</p> | <p><i>Adventures in Japanese 1 & 2</i>, Cheng & Tsui © 2016; <i>Dekiru!</i>, Cheng & Tsui, © 2017; <i>Deutsch Aktuell 1,2,3</i>, EMC-Carnegie © 2017; <i>EntreCultures 1,2,3</i>, Wayside © 2020; <i>Imaginez</i>, Vista Higher Learning © 2020; <i>EntreCulturas 1,2,3</i>, Wayside © 2017; <i>EntreCulturas 4</i>, Wayside © 2021 Adopted EGUSD 2021</p> <p><i>Adventures in Japanese 3</i>, Cheng & Tsui, © 2018; Adopted EGUSD 2023</p> | <p>Yes</p> | <p>0</p> |
| <p>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.</p> | <p>AP Courses: <i>Dekiru!</i>, Cheng & Tsui, © 2017; <i>Neue Blockwinkel</i>, Wayside, © 2017; <i>Imaginez</i>, Vista Higher Learning © 2020; <i>Triangulo A Preciado</i>, Wayside © 2019; <i>Azulejo</i>, Wayside © 2012 Adopted EGUSD 2021</p> | <p>Yes</p> | <p>0</p> |
| <p>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.</p> | <p>IB Courses: <i>French B Course Companion</i>, <i>Spanish B Course Companion</i>, © 2018, Oxford University Press Adopted EGUSD 2019</p> <p><i>Dekiru!</i>, © 2017, Cheng & Tsui Adopted EGUSD 2022</p> <p><i>Adventures in Japanese 3</i>, Cheng & Tsui, © 2018; Adopted EGUSD 2023</p> | <p>Yes</p> | <p>0</p> |

| Visual and Performing Arts | All students 7-12 have access to appropriate books. | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|--|----------------------------|--|
| All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education. | 7th-8th: <i>Tradition of Excellence</i> , Beacon Music © 2011; Adopted EGUSD 2018 | Yes | 0 |
| | 9-12th: <i>Alfred's Basic Adult Piano Course</i> , Alfred Music © 1999; <i>Basic Drama Projects</i> , Perfection Learning © 2015; <i>Beginning Sculpture</i> , Davis © 2005; <i>Communication Through Graphic Design</i> , Davis © 2010; <i>Dance Composition</i> , Davis © 2009; <i>Discovering Drawing</i> , Davis © 2018; <i>Discovering Dance</i> , Human Kinetics © 2014; <i>Drama for Reading and Performance</i> , Perfection Learning © 2008; <i>Experience Clay</i> , Davis © 2011; <i>Experience Painting</i> , Davis © 2015; <i>Experiencing Dance</i> , Human Kinetics © 2014; <i>Focus on Photography</i> , Davis © 2016; <i>Guitar School</i> , Alfred Music © 1998; <i>Photography</i> , Pearson © 2016; 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: <i>Gardner's Art Through the Ages</i> , Thomson/Wadsworth © 2005; Adopted EGUSD 2005 <i>Musician's Guide to Theory and Analysis</i> , WW Norton © 2006; Adopted EGUSD 2018 | Yes | 0 |
| Health | All 9-12 Health books are provided one per student. | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
| All high school textbooks are from the most recent adoption of the local governing Board of Education. | <i>Glencoe Health</i> , McGraw Hill © 2022 Adopted EGUSD 2021 | Yes | 0 |
| 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 2024 - 2025)

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 Transitional Kindergarten 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

Year and month of the most recent FIT report : 3/8/2024

| 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

Year and month of the most recent FIT report: 3/8/2024

Overall Rating

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

Our maintenance and grounds departments work in concert with the site custodial team to ensure that school buildings and grounds are maintained at exceptional levels to provide a safe and functional environment for all. We utilize the latest electronic work order system, enabling administration and custodians to communicate maintenance needs, urgent repairs, or necessary projects. Emergency repair needs are resolved by site/district staff. Custodial and Administration work as a team to develop a daily cleaning process and schedule. Each morning, the Lead Custodian inspects the school before students and staff enter the grounds. Restrooms are inspected throughout the day to ensure that they are adequately stocked, safe, and sanitary.

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.

No projects are in process at this time.

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 includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing state-administered assessments Percentage of Students Meeting or Exceeding the State Standards

| Subject | School 2022 - 2023 | School 2023 - 2024 | District 2022 - 2023 | District 2023 - 2024 | State 2022 - 2023 | State 2023 - 2024 |
|---|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 79% | 77% | 51% | 51% | 46% | 47% |
| Mathematics (grades 3-8 and 11) | 76% | 74% | 40% | 41% | 34% | 35% |

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven (School Year 2023 - 2024)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 497 | 492 | 98.99 | 1.01 | 77.44 |
| Female | 241 | 239 | 99.17 | 0.83 | 77.82 |
| Male | 256 | 253 | 98.83 | 1.17 | 77.08 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 231 | 229 | 99.13 | 0.87 | 82.10 |
| Black or African American | 12 | 12 | 100.00 | 0.00 | 66.67 |
| Filipino | 24 | 24 | 100.00 | 0.00 | 79.17 |
| Hispanic or Latino | 87 | 87 | 100.00 | 0.00 | 68.97 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 50 | 49 | 98.00 | 2.00 | 83.67 |
| White | 86 | 84 | 97.67 | 2.33 | 72.62 |
| English Learners | 48 | 45 | 93.75 | 6.25 | 37.78 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 144 | 141 | 97.92 | 2.08 | 68.79 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 66 | 66 | 100.00 | 0.00 | 30.30 |

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

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.

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 for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven (School Year 2023 - 2024)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 497 | 492 | 98.99 | 1.01 | 73.98 |
| Female | 241 | 240 | 99.59 | 0.41 | 71.67 |
| Male | 256 | 252 | 98.44 | 1.56 | 76.19 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 231 | 229 | 99.13 | 0.87 | 80.35 |
| Black or African American | 12 | 12 | 100.00 | 0.00 | 41.67 |
| Filipino | 24 | 24 | 100.00 | 0.00 | 70.83 |
| Hispanic or Latino | 87 | 87 | 100.00 | 0.00 | 58.62 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 50 | 49 | 98.00 | 2.00 | 77.55 |
| White | 86 | 84 | 97.67 | 2.33 | 75.00 |
| English Learners | 48 | 46 | 95.83 | 4.17 | 41.30 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 144 | 142 | 98.61 | 1.39 | 63.38 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 66 | 65 | 98.48 | 1.52 | 27.69 |

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

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

| Subject | School 2022 - 2023 | School 2023 - 2024 | District 2022 - 2023 | District 2023 - 2024 | State 2022 - 2023 | State 2023 - 2024 |
|--|-----------------------|-----------------------|-------------------------|-------------------------|----------------------|----------------------|
| Science (grades 5, 8, and high school) | 56.44 | 60.14 | 36.18 | 36.00 | 30.29 | 30.73 |

Note: 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.

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.

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 by Student Group
Grades Five, Eight, and High School
(School Year 2023 - 2024)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 156 | 154 | 98.72 | 1.28 | 59.74 |
| Female | 68 | 67 | 98.53 | 1.47 | 53.73 |
| Male | 88 | 87 | 98.86 | 1.14 | 64.37 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 67 | 65 | 97.01 | 2.99 | 66.15 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 30 | 30 | 100.00 | 0.00 | 26.67 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 20 | 20 | 100.00 | 0.00 | 90.00 |
| White | 27 | 27 | 100.00 | 0.00 | 59.26 |
| English Learners | 17 | 16 | 94.12 | 5.88 | 25.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 42 | 40 | 95.24 | 4.76 | 62.50 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 23 | 23 | 100.00 | 0.00 | 26.09 |

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.

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 2023 - 2024)

| 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 |
|-------------|-------------------------------------|--|--|---|-----------------------------|
| 5 | 94% | 95% | 94% | 95% | 95% |
| 7 | | | | | |
| 9 | | | | | |

Note: The administration of the PFT requires only participation results for these five fitness areas.

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: 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 \(School Year 2024 - 2025\)](#)

Our actively engaged community is one of the hallmarks of our success. We have frequent opportunities to be involved on campus, including joining our PTA. 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 a myriad of other excellent events. Please contact our principal, Mrs. Smetak-Buck, or the front office at (916) 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 2021 - 2022 | School 2022 - 2023 | School 2023 - 2024 | District 2021 - 2022 | District 2022 - 2023 | District 2023 - 2024 | State 2021 - 2022 | State 2022 - 2023 | State 2023 - 2024 |
|-------------|--------------------------|--------------------------|--------------------------|----------------------------|----------------------------|----------------------------|-------------------------|-------------------------|-------------------------|
| Suspensions | 1.04% | 0.33% | 0.43% | 4.22% | 3.81% | 4.04% | 3.17% | 3.60% | 3.28% |
| Expulsions | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |

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.

Suspensions and Expulsions by Student Group (School Year 2023 - 2024)

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.43% | 0.00% |
| Female | 0.23% | 0.00% |
| Male | 0.61% | 0.00% |
| Non-Binary | 0.00% | 0.00% |
| American Indian or Alaska Native | 0.00% | 0.00% |
| Asian | 0.65% | 0.00% |
| Black or African American | 0.00% | 0.00% |
| Filipino | 0.00% | 0.00% |
| Hispanic or Latino | 0.00% | 0.00% |
| Native Hawaiian or Pacific Islander | 0.00% | 0.00% |
| Two or More Races | 0.00% | 0.00% |
| White | 0.65% | 0.00% |
| English Learners | 0.00% | 0.00% |
| Foster Youth | 0.00% | 0.00% |
| Homeless | 0.00% | 0.00% |
| Socioeconomically Disadvantaged | 0.71% | 0.00% |
| Students Receiving Migrant Education Services | 0.00% | 0.00% |
| Students with Disabilities | 0.00% | 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.

School Safety Plan (School Year 2024 - 2025)

At Arnold Adreani Elementary School, 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 September 2024. 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 2021 - 2022)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K | 23 | 1 | 5 | |
| 1 | 20 | 1 | 4 | |
| 2 | 24 | | 4 | |
| 3 | 20 | 1 | 6 | |
| 4 | 25 | | 4 | |
| 5 | 29 | | 4 | |
| 6 | 27 | | 4 | |
| Other** | 17 | 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022 - 2023)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K | 25 | 0 | 6 | 0 |
| 1 | 24 | 0 | 5 | 0 |
| 2 | 22 | 1 | 4 | 0 |
| 3 | 21 | 1 | 4 | 0 |
| 4 | 28 | 0 | 5 | 0 |
| 5 | 26 | 1 | 3 | 0 |
| 6 | 24 | 1 | 4 | 0 |
| Other** | 15 | 2 | 0 | 0 |

* 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 2023 - 2024)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K | 21 | 1 | 4 | |
| 1 | 21 | 2 | 4 | |
| 2 | 21 | 1 | 5 | |
| 3 | 24 | | 5 | |
| 4 | 26 | | 4 | |
| 5 | 25 | 1 | 5 | |
| 6 | 20 | 1 | 4 | |
| Other** | 12 | 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 Pupils to Academic Counselors (School Year 2023 - 2024)

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

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

Student Support Services Staff (School Year 2023 - 2024)

| 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 | |
| Resource Specialist (non-teaching) | |
| Other** | |

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022 - 2023)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/ Restricted) | Expenditures Per Pupil (Basic/ Unrestricted) | Average Teacher Salary |
|---|------------------------------|---|--|------------------------|
| School Site | \$9,695 | \$2,493 | \$7,202 | \$102,099 |
| District | N/A | N/A | \$10,705 | \$93,310 |
| Percent Difference - School Site and District | N/A | N/A | -39.12% | 9.00% |
| State | N/A | N/A | \$10,771 | \$94,625 |
| Percent Difference - School Site and State | N/A | N/A | -39.71% | 7.60% |

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

Types of Services Funded (Fiscal Year 2023 - 2024)

At Arnold Adreani Elementary, we have highly qualified staff to assist students with special learning needs. Our Learning Center provides support for our students with IEPs. English learners are provided after-school tutoring and classroom intervention by teachers through differentiated and designated ELD instruction using the Wonders curriculum. GATE students participate in accelerated instruction within the classroom setting as well as after school. As a site, we focus on providing incentive programs for our students, such as Accelerated Reading Academy, WOW Tickets, Math Club, Student of the Week, Honor Roll, Perfect Attendance, Student Leadership, Science Olympiad, and additional classroom incentives. For kindergarten students, we have B.E.A.M. (Be Excited About Math) and B.E.A.R. (Be Excited About Reading) awards.

Teacher and Administrative Salaries (Fiscal Year 2022 - 2023)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$54,010 | \$56,573 |
| Mid-Range Teacher Salary | \$77,387 | \$87,186 |
| Highest Teacher Salary | \$112,313 | \$119,665 |
| Average Principal Salary (Elementary) | \$142,835 | \$148,486 |
| Average Principal Salary (Middle) | \$140,870 | \$154,835 |
| Average Principal Salary (High) | \$157,333 | \$170,008 |
| Superintendent Salary | \$441,092 | \$338,699 |
| Percent of Budget for Teacher Salaries | 33.00% | 31.41% |
| Percent of Budget for Administrative Salaries | 4.00% | 4.86% |

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 district offers a variety of professional learning opportunities for all 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. Our focus at Adreani remains on strong teacher efficacy through Professional Learning Communities and the bolstering of instruction focused on specific student needs. In addition, we continue to integrate opportunities for our students to access resources via Chrome Books both with the curriculum and in preparation for state testing. During weekly grade level meetings, teachers meet and review student work, make determinations about students' strengths and weaknesses, and plan subsequent instruction to meet students' needs.

| | 2022 - 2023 | 2023 - 2024 | 2024 - 2025 |
|---|-------------|-------------|-------------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 0 | 0 | 0 |