

Arroyo Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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

2024-25 School Contact Information

School Name	Arroyo Elementary School
Street	1700 E 7TH ST
City, State, Zip	ONTARIO
Phone Number	9099851012
Principal	Barbara Gruetzmacher
Email Address	barbara.gruetzmacher@omsd.net
School Website	https://www.omsd.net/Domain/8
Grade Span	K-8
County-District-School (CDS) Code	36678196036123

2024-25 District Contact Information

District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
District Website	https://www.omsd.net

2024-25 School Description and Mission Statement

Arroyo Elementary School, an esteemed International Baccalaureate (IB) World School, provides instruction to students from Transitional Kindergarten through eighth grade. The school is committed to a holistic approach to education through the IB Primary Years Programme (PYP) for grades TK-5th and the IB Middle Years Programme (MYP) for grades 6th - 8th. In the PYP, students engage in a school-wide inquiry cycle that fosters critical thinking, nurturing a global mindset, and encouraging community action. The MYP offers an expansive curriculum including the Arts, Spanish, and Design in addition to academic courses designed to equip students for future academic success. The school's overarching mission is captured in its statement: "Through reflection and inquiry, we strive to be an action-driven community of knowledgeable and caring world-

2024-25 School Description and Mission Statement

changers."

Arroyo has received recognition for its exceptional Positive Behavior Interventions and Supports (PBIS) program, earning Gold Awards at both the state and county levels, along with the prestigious Community Cares Award and Pivotal Practice Award. Arroyo's commitment to academic and behavioral excellence is evident through the implementation of the Multi-Tiered Systems of Support (MTSS) framework. This approach ensures that students from TK to 8th grade receive tiered interventions and tailored support to address their unique academic and behavioral needs. By embracing the comprehensive frameworks for IB, PBIS, and MTSS, Arroyo Elementary School continues to uphold its dedication to providing a nurturing and inclusive learning environment for all students, preparing them for success in both their academic journey and personal growth.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	47
Grade 2	48
Grade 3	46
Grade 4	43
Grade 5	61
Grade 6	62
Grade 7	60
Grade 8	51
Total Enrollment	499

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.9
Male	46.1
American Indian or Alaska Native	1.4
Asian	2.4
Black or African American	1.8
Filipino	0.4
Hispanic or Latino	88.4
Native Hawaiian or Pacific Islander	1.4
Two or More Races	1
White	3.2
English Learners	27.3
Foster Youth	0.4
Homeless	13.2
Socioeconomically Disadvantaged	85.2
Students with Disabilities	12.4

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.50	100.00	847.80	91.38	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.65	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	13.80	1.49	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.00	0.65	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	54.10	5.83	18854.30	6.86
Total Teaching Positions	16.50	100.00	927.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.00	94.79	888.80	90.57	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.90	0.61	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	17.50	1.78	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.47	9.70	0.99	11953.10	4.28
Unknown/Incomplete/NA	1.00	4.74	59.30	6.04	15831.90	5.67
Total Teaching Positions	21.10	100.00	981.40	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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.10	89.02	891.10	92.20	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.62	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.85	18.00	1.87	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.10	0.53	11746.90	4.23
Unknown/Incomplete/NA	1.80	7.13	46.20	4.79	14303.80	5.15
Total Teaching Positions	25.90	100.00	966.60	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.10	0
Total Out-of-Field Teachers	0.00	0.10	0

Class Assignments

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK PreK On My Way (Scholastic) - Adopted 2022 K-6 Wonders (McGraw-Hill) - Adopted 2016 6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	Yes	0%
Mathematics	TK PreK On My Way (Scholastic) - Adopted 2022 K-8 - Eureka Math* (Great Minds)- Adopted 2015 Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020 *K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards.	No	0%
Science	TK PreK On My Way (Scholastic) - Adopted 2022 K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	Yes	0%
History-Social Science	K-5 Studies Weekly Adopted 2023* 6-8 My World Interactive (Pearson) - Adopted 2018 *Not a state adoption, however, the district has determined through local review, that the materials are still aligned to current state standards.	Yes	0%
Foreign Language	Beginning Spanish Vista Higher Learning, Senderos. Adopted 2022	Yes	0%

Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%
Visual and Performing Arts	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008	No	0%
	TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008		
	TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008		
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

The last FIT report was conducted on 01/30/2024 and resulted in the following data:

Arroyo Elementary School has adequate classrooms, staff, and ancillary spaces. Arroyo has 23 classrooms, a multipurpose room, five support staff offices, a library, and an administration building. The main campus was built in 1967. There are five portables on the campus. Arroyo is committed to providing a safe, clean environment conducive to learning for students. There are no current or planned facility improvements this year.

To promote safety, Arroyo Elementary School is a closed campus; gates are closed during the school day and visitors must enter through the front office and present their California ID badges through the RAPTOR system. Visiting district staff must also present their district badges. Arroyo School offers student supervision thirty minutes prior to the start of school, throughout the school day, and after school at dismissal time. Supervision is provided by site administrators, certificated staff members, and classified proctors and support staff. Arroyo Elementary School was not required to have a William's inspection this year. The most recent annual Facility Inspection took place on 01/30/2024, and Arroyo received an overall rating of 'Exemplary' at 99.83% average in the 8 categories. Regular facility inspections are completed by the custodial staff and administration. Work orders are entered immediately when repairs are needed. All recommendations outlined in the Facility Inspection Tool (FIT) report have been completed, as outlined in the following section of the SARC.

The next FIT report is scheduled for January 2025.

Year and month of the most recent FIT report

1/30/24

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	33	31	40	41	46	47
Mathematics (grades 3-8 and 11)	21	23	30	31	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	333	324	97.30	2.70	31.17
Female	183	180	98.36	1.64	33.89
Male	150	144	96.00	4.00	27.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	296	288	97.30	2.70	31.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	84	80	95.24	4.76	8.75
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	183	180	98.36	1.64	25.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	55	96.49	3.51	12.73

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	333	327	98.20	1.80	22.94
Female	183	181	98.91	1.09	17.13
Male	150	146	97.33	2.67	30.14
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	296	290	97.97	2.03	22.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	84	83	98.81	1.19	6.02
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	183	181	98.91	1.09	20.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	55	96.49	3.51	7.27

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	18.45	9.57	22.36	20.60	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	117	115	98.29	1.71	9.57
Female	68	67	98.53	1.47	7.46
Male	49	48	97.96	2.04	12.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	101	98.06	1.94	9.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	23	23	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	64	63	98.44	1.56	9.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	26	100.00	0.00	3.85

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.0%	100.0%	100.0%	100.0%	100.0%
Grade 7	100.0%	100.0%	100.0%	100.0%	100.0%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Arroyo School highly values family involvement. Parents and families are invited to attend events including Back-To-School-Night, Open House, fall and spring student-led parent-teacher conferences, book fairs, family event nights, and Arroyo's annual IB Exhibition. Parents and guardians are invited to attend Coffee with the Principal meetings that include parent workshops such as supporting the safe use of technology at home and assisting students with social and emotional concerns. Regular parent meetings are held including School Site Council and meetings for parents of Special Education students, Gifted and Talented students, and English Language Learner students. All families are encouraged to provide input for Arroyo's School Plan for Student Achievement (SPSA) and for the district's Local Control Accountability Plan (LCAP). Regular school-to-home communication is provided in both English and Spanish and translation and interpretation in other languages is available. Information about current events and school activities can be found on the Arroyo website, Arroyo Instagram, Parent Square, and Q Communication. The monthly Principal's Newsletter and informational flyers are posted on the website and Parent Square. Arroyo also uses an automated telephone system, BlackBoard Connect, to contact families. Families are encouraged to find out more information about how to become involved in the school community by contacting Arroyo's Outreach Consultant, Karla Flores, at 909-985-1012.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	543	532	114	21.4
Female	293	287	63	22.0
Male	250	245	51	20.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	2	14.3
Black or African American	11	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	480	470	99	21.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	16	16	4	25.0
English Learners	163	158	31	19.6
Foster Youth	--	--	--	--
Homeless	92	90	24	26.7
Socioeconomically Disadvantaged	463	456	103	22.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	77	74	19	25.7

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.87	2.52	1.47	1.69	1.56	1.19	3.17	3.6	3.28

This table displays expulsions data.

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

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.47	0.00
Female	1.71	0.00
Male	1.20	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.46	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.61	0.00
Foster Youth	0.00	0.00
Homeless	2.17	0.00
Socioeconomically Disadvantaged	1.73	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.30	0.00

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

2024-25 School Safety Plan

The Comprehensive School Safety Plan (CSSP) is developed annually in collaboration with local agencies and the district office. Components of the plan include school site safety and security, disaster and emergency preparedness, Mandated Reporter requirements for suspected child abuse and neglect, suspension and expulsion policies, due process procedures,

2024-25 School Safety Plan

staff notification of dangerous pupils, due process policy, sexual harassment policy, dress code requirements, and rules and procedures related to student discipline. Emergency Procedures are updated and reviewed annually with the staff which was last done in August 2024. The CSSP was reviewed and approved by the School Site Council in November 2024. An approved copy of the school site safety plan may be obtained in Arroyo's office or at the Ontario-Montclair School District Office. Arroyo holds a variety of safety drills throughout the school year to prepare for the event of an emergency. Fire drills are held once a month, earthquake drills are held quarterly, and at least two lockdown drills are held each school year. Staff reflections are collected following each drill. An electronic log is updated following each drill. Arroyo Elementary participates in the statewide "California Great Shake Out" drill every October and all staff members are trained on Lockdown/Active Shooter procedures at least annually in collaboration with local law enforcement. Arroyo Elementary consistently follows a progressive discipline policy that outlines expectations for safe behavior at Arroyo School. All students and families are provided with school rules for behavioral conduct according to our Positive Behavior Intervention and Supports (PBIS) program. Families are provided with a written and/or electronic copy of the Student/Parent Handbook in English and Spanish at the beginning of the school year and the handbook is also posted on the school website. Classroom emergency backpacks are restocked annually with safety supplies and are kept in every classroom. Emergency supplies for the school emergency bin were replenished in January 2025. Staff development is ongoing including monthly Safety Talk flyers provided by the OMSD Risk Management Department.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	1	
1	20	2		
2	13	3		
3	26		2	
4	28		2	
5	24		2	
6	27		6	
Other	9	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	1	
1	16	1	2	
2	20	2		
3	20	2		
4	27		2	
5	28		2	
6	23	2	4	
Other	10	1		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3		
1	24		2	
2	24		2	
3	23		2	
4	14	1	2	
5	28		2	
6	29		6	
Other	10	1		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	499

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

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

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,018	1570	8449	131,247
District	N/A	N/A	1463	\$104,660
Percent Difference - School Site and District	N/A	N/A	141.0	22.5
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-24.2	30.7

Fiscal Year 2023-24 Types of Services Funded

All students at Arroyo Elementary School receive instruction in the Common Core State Standards integrated within the International Baccalaureate (IB) framework and units of inquiry for both elementary and middle school students. During English Language Development, ELL students are grouped by instructional language level and provided with daily designated ELD instruction. Teachers regularly analyze state, local, and classroom assessment data to determine student needs and guide instruction. Skills-based instruction occurs across all grade levels in the area of reading and writing. The COST-SST process is used to identify and monitor students who are below grade-level. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family and support staff. After-school intervention programs are provided in Grades Kinder-8th to assist students who are below grade level in the area of reading and/or mathematics. An Assistant Principal (AP) assists the Principal in the day-to-day operations of the school site. There are Four certificated support positions at Arroyo: a TOA Magnet Coordinator for the International Baccalaureate Program, an Outreach Consultant Counselor who organizes parental involvement activities, monitors attendance and works directly with community organizations to support families in need, an Instructional Coach, and a full-time Intervention Teacher. There is a classified IB Library Resource Technician who supports students and staff in the library. A Data Media Assistant who supports the site with assessment and intervention. We also have two full-time student mentors who work directly with students to support the PBIS program.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$66,459	\$58,553
Mid-Range Teacher Salary	\$100,652	\$93,924
Highest Teacher Salary	\$124,076	\$119,489
Average Principal Salary (Elementary)	\$164,731	\$149,898
Average Principal Salary (Middle)	\$173,683	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$368,548	\$270,432
Percent of Budget for Teacher Salaries	35.4	31.93
Percent of Budget for Administrative Salaries	5.59	5.62

Professional Development

The Ontario-Montclair School District offers ongoing research-based professional development for certificated, classified and management employees aligned with the district's long-term goals outlined in the LCAP plan which has been created based on feedback from all stakeholders. Professional development is designed to help employees enhance their knowledge and develop needed skills to provide quality services in order to maximize student learning and achievement. Professional development courses and programs are developed and coordinated through the district's Learning and Teaching Department as well as at the school site. The focus of all professional development is based on the instructional priorities outlined in the goals and objectives of our School Plan for Student Achievement. In addition, paraprofessionals such as instructional aides are offered training through the Learning and Teaching Department and Special Education Department. Clerical and Custodial staff training also occurs through the Maintenance and Operations Department and by District Education personnel.

To ensure continuous improvement, district level professional development for our certificated staff includes training in the International Baccalaureate (IB) program, Common Core State Standards, Eureka math program, Next Generation Science Standards (NGSS), writing development, English language learner development, workshop sessions and classroom support for beginning teachers (BTSA), support for veteran teachers through the Peer Assistance and Review program (PAR), technology training and classroom support, leadership development for administrators, and a variety of job-specific and mandated training for classified employees.

The site-level professional development at Arroyo focuses on areas such as grade level student data analysis, formative and summative assessment analysis and creation, close reading, ELA strategies, ELD, writing, conceptual understanding, Eureka Math, and International Baccalaureate inquiry-based instructional strategies. Teachers are provided time to plan for instructional implementation and integration of Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) within IB units of study.

The annual number of days provided for Professional Development varies by teacher and grade-level, but on average is 4-6 days per school year. Student achievement data is used to determine the need for professional development, which is delivered after school and/or during full day conferences both inside and outside the district. Grade levels area also provided release time to analyze student data and plan for upcoming instruction and assessments. Coaching is provided to teachers by the TOA Magnet Academy Coordinator, Instructional Coach, and site administrators.

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

Subject	2022-23	2023-24	2024-25
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6
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