

Auburndale Intermediate School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Auburndale Intermediate School
Street	1255 River Road
City, State, Zip	Corona, CA 92880
Phone Number	(951) 736-3231
Principal	Veronica Rodriguez
Email Address	verodriguez@cnusd.k12.ca.us
Website	www.cnusd.k12.ca.us/auis
County-District-School (CDS) Code	33670336059026

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Corona-Norco Unified School District
Phone Number	(951) 736-5000
Superintendent	Samuel Buenrostro Ed.D.,
Email Address	Sbuenrostro@cnusd.k12.ca.us
Website	www.cnusd.k12.ca.us

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

Mission: The Auburndale Intermediate School staff is dedicated to inspiring students to strengthen their positive mindset for attaining their highest level of academic and social emotional learning that will bridge their path to success in high school and beyond.

Vision: Our vision of Auburndale Intermediate School is to be a conduit for all students to uncover their academic and social emotional learning potential, then discover their ability to demonstrate their achievements in multiple ways, to ultimately arrive fully prepared for high school.

School Wide Motto: Bulldog P.R.I.D.E. (Positive, Respect, Integrity, Determination, Excellence) For our PBIS program

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

Grade Level	Number of Students
Grade 7	363
Grade 8	313
Total Enrollment	676

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

Student Group	Percent of Total Enrollment
Black or African American	4.6
American Indian or Alaska Native	0.3
Asian	1.6
Filipino	1.5
Hispanic or Latino	81.5
Native Hawaiian or Pacific Islander	0.4
White	9.5
Two or More Races	0.3
Socioeconomically Disadvantaged	79
English Learners	29
Students with Disabilities	22.2
Foster Youth	0.1
Homeless	0.4

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	33	31	26	2144
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	1	1	0	82

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

Year and month in which data were collected: September 1, 2020

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 1, 2020, the Corona-Norco Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 46 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2020-21 school year, Corona-Norco Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language Arts 7th & 8th grade, Houghton Mifflin Collections Ca Premium Student Resource package,(Adoption 2017) ELD 7th & 8th, CA iLiT inspire Literacy Pearson, Printed Teacher Guide (Adoption 2018) English Class 1 Hampton Brown Inside: Language, Literacy & content Level B, English Class 2 Hampton Brown Inside Language Literacy & Content Level C, California Reading & Language Student Edition, Dual Grade 7 Dual: Sendas Literarias, 2 Student Edition Dual Grade 8 Sendas Literarias 2, Student Edition Dual Pre-AP Spanish, Vista Learning, Temas Student, (Adoption 2018)	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Math 7, Prentice Hall Mathematics California Edition Pre-Algebra©2009 (Adoption 2008) Pearson Connected Mathematics 3 (Adoption 2014) Math 8, Prentice Hall mathematics California Edition Algebra 1 © 2009, (Adoption 2008) Pearson Connected Mathematics 3 ©2014,(Adoption 2014) Integrated Math 1, Envision Integrated Mathematics Common Core Pearson © 2019 (Adoption 2019) Student Edition + Digital Courseware 8-year License + Standard Companion	Yes	0
Science	Science 7 &1B, Prentice Hall California Edition © 2008, Focus on Life Science CA Student Edition (Adoption 2007) Science 8 &1B, Prentice Hall California Edition © 2008, Focus on Physical Science CA Student Edition (Adoption 2007) Spanish Science MacMillan/McGraw California 2008 Ciencias,		0
History-Social Science	US History 8, Holt California Edition, US History, Independence to 1914 Student Edition (Adoption 2006) World History 7, Holt California Edition, World History, Medieval to Early Modern Times (Adoption 2006)		0
Foreign Language	Spanish 1, California Holt Copy © 2003, Ven Conmigo Level 1, Student Edition (Adoption 2005)		
Visual and Performing Arts	Beginning Band, Essentials Elements of Band Method-Book 1, Hal Leonard Pub, (Adoption 1999) Intermediate Band Essential Elements of Band Method-Book 2, Hal Leonard Pub.Corp,(Adoption 1999) Advanced Band Leonard Pub, Corp Conductors Manual book 3 (Adoption 1999)		

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

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Auburndale Intermediate School's original facilities were built in 1968; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Installation of security fence around campus
- Repair of school marquee (2017-18 Improvement)

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians and three evening custodians are assigned to Auburndale Intermediate School. The day custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 8/26/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Boys Locker: Several missing and loose ceiling tiles. Classroom BG7: Tear on wall surface. Classroom E9: Various stained ceiling tiles along wall. Classroom F1: 5 Stained ceiling tiles, 2 light bulbs out (low impact). Girls Locker: Several missing and loose ceiling tiles.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Boys RR: Loose faucet. Girls RR: Loose toilet seat.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	32	N/A	61	N/A	50	N/A
Mathematics (grades 3-8 and 11)	14	N/A	47	N/A	39	N/A

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

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

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	18	N/A	37	N/A	30	N/A

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

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

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

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

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through automated telephone messages, school marquee, school website, Parent Connect, Facebook, and Twitter. Contact the school office at (951) 763-3231 for more information on how to become involved in your child's learning environment. Due to the COVID-19 pandemic, the typical parent involvement opportunities have not been able to happen. The following are opportunities that will be available to them when we are able to have parents come back on campus and have in person interaction. The starred items have continued during the pandemic.

Opportunities to Volunteer

- Chaperone Field Trips
- Chaperone School Dances
- Morning Student Supervision
- Lunch Student Supervision
- Parent Connection

Committees

- English Learner Advisory Council-Virtual
- Parent Teacher Student Association-Virtual
- School Site Council-Virtual

School Activities

- Back to School Night- Virtual
- Open House
- Student Performances
- End of the Year Events
- Dual Language Immersion Cultural Events
- Parent Education - "Positive Discipline"

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	8.9	3.2	2.9	3.2	3.5	3.5
Expulsions	1.3	0.7	0.2	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	6.4	2.4	2.5
Expulsions	0.7	0.1	0.1

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

School Safety Plan (School Year 2020-2021)

The Comprehensive School Site Safety Plan was developed for Auburndale Intermediate School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff. Plan was approved in August of 2020 by safe school committee.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	22	22	10	8	21	20	19	1	23	20	13	8
Mathematics	23	17	7	5	22	15	21		23	18	12	9
Science	14	13			21	12	20		11	11		
Social Science	27	7	11	6	24	7	16	3	24	11	11	7

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	676

*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 2019-2020)

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10911.85	3209.96	7701.89	103475.9
District	N/A	N/A	6537.31	\$101,255
Percent Difference - School Site and District	N/A	N/A	25.3	-2.7
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	4.6	17.0

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

Types of Services Funded (Fiscal Year 2019-2020)

For the 2019-20 school year, Corona-Norco Unified School District spent an average of \$6537.31 of total general funds to educate each student (based on 2019-20 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Corona-Norco Unified School District receives state and federal categorical funding for special programs. For the 2019-20 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Career Pathways Trust
- California Clean Energy Jobs Act
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other ARRA Programs
- Other Federal Funds
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Tobacco-Use Prevention Education
- Vocational Programs

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$63,707	\$50,029
Mid-Range Teacher Salary	\$96,782	\$77,680
Highest Teacher Salary	\$119,103	\$102,143
Average Principal Salary (Elementary)	\$127,784	\$128,526
Average Principal Salary (Middle)	\$132,406	\$133,574
Average Principal Salary (High)	\$139,106	\$147,006
Superintendent Salary	\$399,181	\$284,736
Percent of Budget for Teacher Salaries	41.0	33.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	515	321	321

All training and curriculum development activities at Auburndale Intermediate School revolve around the California State Standards. During the 2018-19 school year, Auburndale Intermediate School held staff development training devoted to:

- Analyzing Data
- Classroom Walkthrough Protocols
- Common State Standards
- Curriculum Alignment
- Department Curriculum Meetings
- Mission/Vision/Goals
- Positive Behavior Intervention and Support Training
- Response to Intervention
- Schoolwide AVID Strategies
- Science, Technology, Engineering and Math (STEM) Development
- Sheltered Instruction Observation Protocol (SIOP)
- Step Up to Writing
- Intensive Intervention
- Strategic Intervention
- Teaching Strategies
- English Learner Strategies
- Dual Language Immersion (DLI) Training
- Next Generation Science Standards (NGSS) Training
- Campus wide Literacy Training
- Growth Mind Set with focus on Math

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Auburndale Intermediate School supports ongoing professional growth throughout the year on early release days and Professional Collaboration Time (PCT). Teachers meet and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2018-19 school year, Auburndale Intermediate School's teachers had the opportunity to attend the following events hosted by the Corona-Norco Unified School District:

- 21st Century Learning Design: SAMR
- Active Shooter
- Benchmark Planning
- Application of Instructional Shifts in Lesson Design
- Assessment Building
- Autism CPI Training
- Advancement Via Individual Determination Training
- Blended Learning
- Canvas Training
- California Alternative Assessment Training
- Evidence Based Practices
- Positive Behavior Intervention and Support (PBIS)
- Close Reading
- Classroom Management Skills

- Digital Citizenship
- Dual Language Immersion
- Educational Technology Training
- ELA/ELD McGraw-Hill Training
- ELD Textbook Training
- Introduction to Restorative Practices
- Math Training
- Next Generation Science Standards (NGSS)
- Math 180 Training
- Read 180 Training
- Shelter Instruction Observation Protocol (SIOP)
- Step Up to Writing
- Social Studies
- Writing for the 21st Century Student
- Growth Mindset with focus on Math

Auburndale Intermediate School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

During the 2019 - 2020 and the 2020-2021 school year, there has been a shift in the way Professional Learning has been offered and the focus. This change was in response to the needs of the stakeholders across the district.

1. Total number of districtwide sessions – CNUSD switched from days to sessions. CNUSD had 321 professional learning titles with 839 sessions lasting from 1 hour to 6 hours depending on the training and the setting. This year in April, in response to the pandemic, the trainings all moved to online model. CNUSD logged 19,312 staff members attending sessions throughout the 19-20 school year. This includes both certificated and classified
2. Districtwide staff development topics – The focus for professional learning were: first best instruction, family & school partnerships, positive school environment, and systems leadership & collaboration.

Additional topics include –

- Technology tools: Zoom, Google (Chrome, Classroom, Docs, Forms, Slides, Hyperslides), Q student data system, Microsoft, Canvas, SchoolMessenger
 - Assessment tools and programs: Illuminate, i-Ready
 - Content area instruction in all areas ELA, Math (new adoption for HS math), Science, History, Health
 - Social emotion learning – building relationships, MTSS, PBIS, restorative practices, morning meetings, SEL capacities
 - English learners – EL contact training, iLit (ELD training), Ellevation program, EL in Action, Bilingual paraprofessionals
 - Special Education – Boy’s Town, CPI training, virtual IEPs, ELA accommodations in the classroom, ABA fundamentals
 - Collaboration sessions – DLI, ELs, grade levels, content areas, SPED, Professional learning communities
 - Classified – Registration, technology tips, custodial equipment, personal wellness, customer service, student attendance, accounts payable
3. Supplementary instruction provided - coaching, instructional support, modeled lessons, collaborative sessions, modeled units of study, instructional support website with resources and aids