

Eastvale Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Eastvale Elementary School
Street	13031 Orange St.
City, State, Zip	Eastvale, CA 92880
Phone Number	(951) 738-2180
Principal	Michele Derus
E-mail Address	mderus@cnusd.k12.ca.us
Web Site	http://www.cnusd.k12.ca.us/eaes
CDS Code	33670330110643

District Contact Information	
District Name	Corona-Norco Unified School District
Phone Number	(951) 736-5000
Superintendent	Michael H. Lin, Ed.D.
E-mail Address	mclin@cnusd.k12.ca.us
Web Site	www.cnusd.k12.ca.us

School Description and Mission Statement (School Year 2018-19)

Eastvale Elementary will be known for their students' ability to demonstrate high academic performance while exhibiting compassion and integrity.

Eastvale Elementary Mission Statement

"To promote all students with high levels of academic and personal achievement, ready for college and career excellence, through researched based instruction, healthy school climate and collaborative system of support."

We are committed to work collaboratively to provide:

A comprehensive and challenging standards-based curriculum with inquiry based instruction that develops critical thinking, problem solving, and reflects current research based best practices.

A school climate and culture that celebrates different cultures and encourages self-esteem, self-discipline, and self-expression.

An education based on collaboration and provides our students the tools to be ready for 21st century college and careers, and develop future leaders, critical thinkers, and productive citizens.

In July of 2006, Eastvale opened its doors as the 29th elementary school in the Corona-Norco School District. Our state-of-the-art school is home to approximately 1300 students who reside in the newly-developed, middle class Eastvale area. Eastvale's neighborhood is made up of students from a diverse range of ethnicity. Currently we are 51.4 points distance from Level 3 in ELA and 15.6 points distance for Level 3 in Math. We currently have met the state proficiency requirement in both ELA and Math with our current 2017-18 CAASP scores.

When Eastvale Elementary was designed and built, a vision of student and teacher excellence was at the forefront of thought. The culture being developed at Eastvale among students, faculty, parents and community is a strong one. Together, we have set high standards for achievement and expect to reach our goals. As our vision clearly states, "To promote all students with high levels of academic and personal achievement, ready for college and career excellence, through researched based instruction, healthy school climate and collaborative system of support."

Since Eastvale's inception, we've implemented a myriad of exemplary programs to assist our teachers in designing well-organized, standards-based instruction. We currently employ 49 teachers who have strengths in many different disciplines including reading, mathematics, administration, special education, business administration, cross-cultural teaching and educational technology. Team building, grade-level meetings, cooperative lesson planning through team collaboration that take place during our PCT meetings provide our educators with the ability to analyze test data and administer quality instruction throughout the curriculum. By using the multitude of resources that each teacher brings to this school, the formula is in place for all students to progress and succeed.

Our teachers deliver multi-modality instruction to students of all levels and abilities. Eastvale currently has over 180 students who are English Language Learners including our re-designated students, 152 students who qualify for special education services, 45 students identified as GATE, and 200 students receiving either reading or math assistance before or after school. Two Resource Specialists, Psychologist, Counselor, Adaptive Physical Education Instructor, Occupational Therapist, Physical Therapist, Applied Behavior Analysis Specialist, and two Speech and Language Pathologists are the educational specialists who are available at our site. In addition, the office, custodial and food services staffs are well trained and provide optimal service to the students, parents, teachers and site.

We, at Eastvale, have set high expectations, not only for ourselves as a staff, but for our students as well. We believe that all students can succeed, and it is our job and duty to see to it this goal is met. Students are our priority, and the educational opportunities are offered to them at Eastvale Elementary are of the highest standards possible. Our focus at Eastvale is and will remain, "Every Child, Every Day, Every Minute, by Everyone."

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	213
Grade 1	182
Grade 2	192
Grade 3	156
Grade 4	191
Grade 5	196
Grade 6	191
Total Enrollment	1,321

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	9.0
American Indian or Alaska Native	0.3
Asian	28.6
Filipino	7.2
Hispanic or Latino	35.8
Native Hawaiian or Pacific Islander	0.5
White	15.9
Socioeconomically Disadvantaged	32.8
English Learners	14.4
Students with Disabilities	11.5
Foster Youth	0.8

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	48	49		48
Without Full Credential	0	0		0
Teaching Outside Subject Area of Competence (with full credential)	0	0		0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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 Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 4, 2018

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 4, 2018, 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 2018-19 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Benchmark Education, Benchmark Advance 2013 Cengage Learning, Reach Level A 2014 Pearson, Opening the World of Learning		0%
Mathematics	2014 Pearson, Connected Mathematics 3 2009 Scott Foresman Addison Wesley, enVision Math		0%
Science	2008 Macmillan/McGraw-Hill, California Science		0%
History-Social Science	2006 Harcourt School Publishers, Reflections: California Series		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Eastvale Elementary School's original facilities were built in 2006; 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 two VDI computers (grades K-2)
- Installation of three VDI computers (grades 3-6)

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. One day custodian and two evening custodians are assigned to Eastvale Elementary School. The day custodian is responsible for:

- Groundskeeping
- Lunch area setup/cleanup
- Office area cleaning
- Restroom cleaning
- Supervision of night custodian

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

- Classroom cleaning
- Cafeteria cleanup
- Office area cleaning
- Restroom cleaning

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

Facilities Inspection

The district's maintenance department inspects Eastvale Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Eastvale Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, October 24, 2017. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2017-18, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status (Most Recent Year)

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 overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 4/2/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/2/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Fair	A-OFCS/ A7/ B A: 4. WATER STAIN CEILING TILES IN BOTH AREAS D BLDG 2 ND FL/ RM 29: 4. WATER STAIN CEILING TILES RM 20: 4. WATER STAIN CEILING TILES RM 24: 4. WATER STAIN CEILING TILES RM 31: 4. WATER STAIN CEILING TILES RM 33: 4. WATER STAIN CEILING TILES RM 34: 4. WATER STAIN CEILING TILES RM 39: 4. FLOOR TILES ARE CRACKED WITH HOLES AT ENTRY RM K 2: 4. WATER STAIN CEILING TILES/ FLOOR TILES ARE CRACKED WITH HOLES AT ENTRY/ LAMINATE IS LOOSE ON CABINETS RM K1: 4. WATER STAIN CEILING TILES/ FLOOR TILES ARE CRACKED WITH HOLES AT ENTRY 14. HOLE IN CEMENT ON WALKWAY/ TRIP HAZARD
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	RM 18: 7. LIGHT DIFFUSER IS MISSING RM 27: 7. 2 LIGHT DIFFUSERS ARE MISSING RM 30: 7. WATER STAIN IN LIGHT PANEL
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	RM 7: 10. FIRE EXTINGUISHER IS BLOCKED BY TABLE
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	PLAYGROUNDS: 14. RUBBER MATTING HAS HOLES/ TIRP HAZARD RM K1: 4. WATER STAIN CEILING TILES/ FLOOR TILES ARE CRACKED WITH HOLES AT ENTRY 14. HOLE IN CEMENT ON WALKWAY/ TRIP HAZARD

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 4/2/2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	68.0	77.0	59.0	61.0	48.0	50.0
Mathematics (grades 3-8 and 11)	58.0	60.0	45.0	46.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	724	718	99.17	76.60
Male	372	369	99.19	73.44
Female	352	349	99.15	79.94
Black or African American	63	62	98.41	69.35
American Indian or Alaska Native	--	--	--	--
Asian	192	187	97.40	83.42
Filipino	50	50	100.00	92.00
Hispanic or Latino	270	270	100.00	71.85
Native Hawaiian or Pacific Islander	--	--	--	--
White	123	123	100.00	72.36
Two or More Races	18	18	100.00	83.33
Socioeconomically Disadvantaged	257	254	98.83	69.29
English Learners	163	159	97.55	76.10
Students with Disabilities	76	76	100.00	36.84
Foster Youth	--	--	--	--

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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	724	722	99.72	59.56
Male	372	371	99.73	61.99
Female	352	351	99.72	56.98
Black or African American	63	63	100	34.92
American Indian or Alaska Native	--	--	--	--
Asian	192	190	98.96	81.58
Filipino	50	50	100	78
Hispanic or Latino	270	270	100	45.93
Native Hawaiian or Pacific Islander	--	--	--	--
White	123	123	100	57.72
Two or More Races	18	18	100	72.22
Socioeconomically Disadvantaged	257	256	99.61	51.17
English Learners	163	163	100	65.03
Students with Disabilities	75	75	100	26.67
Foster Youth	--	--	--	--

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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.3	32.0	29.9

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the 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 2018-19)

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 newsletters, the school marquee, the school website, memos, automated broadcast systems, Twitter, and Facebook. Contact the school office, the PTA or administration at (951) 738-2180 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Chaperone Field Trips
Classroom Helper
Fundraising Activities
Teacher Workroom Support
Membership Drives
Book Fair
School Pictures
100-Mile Club Volunteer
Watch Dog Program

Committees
English Learner Advisory Council
GATE Advisory Council
Parent Teacher Association
School Safety Committee
School Site Council

School Activities
Back to School Night
Family Nights
GATE Nights
Literacy Nights
Open House
PTA Meetings
Parent Information Night
Family Movie Nights
Holiday Programs
Red Ribbon Week

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.6	1.1	0.4	2.7	2.9	2.9	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.2	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Comprehensive School Site Safety Plan was developed for Eastvale Elementary 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 in October 2018. Our Safety and Wellness Goal is to provide a safe learning environment that meets the physical, emotional, social and intellectual needs of our diverse school community. Our school and district objectives include: 1) Develop and implement a comprehensive wellness program to promote physical and emotional health for the entire CNUUSD community. 2) Establish and maintain high standards for physical safety at each school campus and all District facilities. 3) Provide comprehensive counseling services to meet the needs of a diverse school population.

We make sure our staff is trained and participates in Active Shooter, Lockdowns Earthquake and Fire Drills several times a year. They also participate in Active Shooter Training, How Parents Can Help Keep Our Schools Safe, and Bicycle, Pedestrian and Traffic Safety Training throughout the year. Safety is number one to us and we use the Raptor Visitor Management System which requires visitors to present their identification and the front desk staff scans the identification (Driver's license, Passport, State Issued I.D, Consulate card, Military card, etc.) Our employees will wear a school issued I.D> badge at all times properly identifying them as staff members. Principals will be required to assure employees are in compliance of this rule. Badges should clearly identify the individual, their name, and association with the school site. We adhere to the Progressive Discipline Guidelines for our elementary students that outline corrective ensures for inappropriate student actions that have been referred to the Administration. This allows us to deal with inappropriate student behavior in a comprehensive and consistent manner, each disciplinary issue will be reviewed within the context of its unique circumstances and the educational needs of the student.

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)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25	2	6		26	1	6		27		8	
1	19	4	4		31		6		29		6	
2	28		6		24		6		32		6	
3	27	1	7		27	1	6		26		6	
4	30		5	1	32		3	3	31		4	2
5	33		3	3	30		6		32		1	5
6	31	1		6	30	1	3	3	28	1	5	1
Other									10	1		

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	0	702.2621	5366.738	99325
District	N/A	N/A	\$6,293	\$96,620
Percent Difference: School Site and District	N/A	N/A	-22.0	0.6
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-26.3	19.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

For the 2015-16 school year, Corona-Norco Unified School District spent an average of \$9,901 of total general funds to educate each student (based on 2015-16 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 2015-16 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	61750	47903
Mid-Range Teacher Salary	93809	74481
Highest Teacher Salary	115444	98269
Average Principal Salary (Elementary)	129415	123495
Average Principal Salary (Middle)	134095	129482
Average Principal Salary (High)	140885	142414
Superintendent Salary	360747	271429
Percent of Budget for Teacher Salaries	41.0	35.0
Percent of Budget for Administrative Salaries	4.0	5.0

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

Professional Development (Most Recent Three Years)

All training and curriculum development activities at Eastvale Elementary School revolve around the California State Standards. During the 2017-18 school year, Eastvale Elementary School held staff development training devoted to:

- Benchmark Advanced ELA/ELD
- CMP3 Math Training
- Data Analysis
- English Language Development Instruction
- Enhancing School Community Relations
- Envision Math Training
- Positive Behavior Intervention Strategy Training
- Sheltered Instructional Observations Protocol (SIOP)
- Step-Up to Writing
- TK-6th Grade Common Core Training
- Number Talks
- Three Day Math Training

Digital Citizenship Training

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, district benchmark results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Eastvale Elementary School supports ongoing professional growth throughout the year during Professional Collaboration Time (PCT). Teachers meet in grade 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 2017-18 school year, Eastvale Elementary School's teachers had the opportunity to attend the following events hosted by the Corona-Norco Unified School District:

- 21st Century Learning Design: SAMR
- 3rd Grade Fractions Unit
- Active Shooter
- Benchmark Planning
- Application of Instructional Shifts in Lesson Design
- Assessment Building
- Autism CPI Training
- Advancement Via Individual Determination Training
- Blended Learning
- BreathTaking Mindfulness
- Canvas Training
- California Alternative Assessment Training
- Evidence Based Practices
- Capturing Kids' Hearts
- Positive Behavior Intervention and Support (PBIS)
- Close Reading
- ELA/Daily Five Planning
- Math Writing Planning
- ELA/Science/Social Studies Planning
- Classroom Management Skills
- Digital Citizenship
- Dual Language Immersion
- Educational Technology Training
- iReady Training
- ELA/ELD McGraw-Hill Pilot Training
- Science for Everyone
- Engaging in Challenging Conversations

- Envision Overview
- GATE: Meeting the Needs of 21st Century Gifted Learners
- Grade Level Essential Standards Planning
- Introduction to Restorative Practices
- Math Training
- Next Generation Science Standards (NGSS)
- Number Talks
- School Messenger
- Shelter Instruction Observation Protocol (SIOP)
- Step Up to Writing
- Social Studies
- Writing for the 21st Century Student

Eastvale Elementary 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.

Each year beginning in the 2016-17, 2017-18 and 2018-19 our district gives each teacher about 6-8 full days of professional development of each teachers choosing to help further their tool box of best practices. Based on the 2016-17 and 2017-18 results our teachers have focused on our new ELA adoption of Benchmark Advanced with the help of our district ELA TSA a teacher led group has been leading our teachers through this process and are learning this year how to blend Step Up To Writing with our Benchmark Advanced ELA/ELD program. After reviewing our CAASPP score for the 2017 -18 results our next goal would be to address the area of Math in all claim areas.