

Garretson Elementary 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 | Garretson Elementary School |
| Street | 1650 Garretson Ave. |
| City, State, Zip | Corona CA 92879 |
| Phone Number | (951) 736-3345 |
| Principal | Ana M. Luna |
| Email Address | aluna@cnusd.k12.ca.us |
| Website | www.cnusd.k12.ca.us/gaes |
| County-District-School (CDS) Code | 33670336031785 |

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)

Home of Scholars & Champions!

Vision and Mission Statement

To educate all students to the highest levels of academic achievement while supporting the whole child, to enable them to reach and expand their potential, and to prepare them to become productive, ethical, and compassionate global citizens.

To bring our vision into reality, we will ensure the highest quality education through a culture of professional collaboration that provides First Best Instruction, effective interventions, exceptional enrichment and is supported through family and community outreach. We will cultivate an environment that embraces diversity, promotes safety, and builds character through "The Gator Way."

School Profile

Garretson Elementary School, established in 1960, provides a warm, stimulating learning environment with a rich culture and vibrant school spirit in the heart of Corona. Garretson, a Title I, Transitional Kindergarten (TK) through sixth grade AVID Elementary school, has several programs to help meet the diverse needs of its 1,065 students. These include a Gifted and Talented Education (GATE) magnet program (3rd-6th grades), a Spanish Dual Language Immersion (DLI) program (TK – 6th), and, through the 2019-2020 school year, two Special Day Classes (SDC). Students are actively involved in learning academics and receive a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Gator students and staff follow "The Gator Way" (Be Respectful, Be Responsible, Be Safe) and help create a positive community of scholars and citizens.

Garretson's student enrollment by ethnicity: 866 Hispanic or Latino, 108 White, 49 Asian, 28 African American, 1 Filipino, 1 American Indian, 1 Pacific Islander, and 2 two or more races. 429 Garretson students are English Learners (357 ELs and 72 RFEP). 65% of the students receive free or reduced lunch.

To serve the students and families, Garretson has two administrators, 42 teachers, two resource teachers, two Speech and Language Pathologists, one school psychologist, one school counselor and 41 support staff members who truly care about children. Additionally, the School Site Council has allocated funds within the budget for 2 teachers on special assignment, one full-time bilingual clerk, and the additional time to have our counselor on site every day. Our entire school community including the office staff, custodians, noon supervisors and instructional aides work together to ensure that all students have a positive learning experience.

Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency and reach their maximum potential. In addition to weekly collaboration time provided by the district, grade levels teams meet 3 times a year in Data Team Meetings where, together with administration and support staff, they analyze their students' data in order to make data-based decisions about instructions and supports. The teams compile their data on spreadsheets that include student demographics and performance on state testing, district benchmarks, school screenings, and grade level common formative assessments and can be electronically manipulated to disaggregate data.

In response to gaps in student learning, Garretson has chosen to focus on Guided Reading as a means to best differentiate literacy instruction. The focus was sustained for 3 years and supported through outside consultation with InnovatED and with district and site teachers on special assignment providing professional learning. Ongoing professional development on site, at the district office, and conferences was supported over the last couple of years in the areas of Number Talks (math), Ellevation (ELs), AVID Elementary, and PBIS. Monthly 90 minutes meetings are provided in which teachers visit other grade level classrooms for part of the time and then collaborate as a grade level team on team-selected tasks, investigation, or projects.

When students are found to be struggling with learning, teachers offer intervention in small groups throughout the day and regularly communicate their progress. The school also provides a 6 week after-school support program to support students in literacy, English language development, Spanish literacy (for DLI students) and enrichment for those exceeding grade level expectations. Further, parents are invited to attend Student Success Team Meeting for students that are struggling with academics and/or behavior as a part of the Multi-Tiered System of Supports.

Garretson offers extended, after school learning opportunities through Expanded Learning, a state-funded program that provides a supervised environment for students to receive extra support in academic areas, physical education, interventions, enrichment, STEAM activities and homework. The Summer ExL (Gator Camp) program provides enrichment and literature based activities during the summer and welcomes incoming kindergarten/TK students to begin their Gator Experience. The school also provides additional programs such as Art Stars, 100 Mile Club, Accelerated Reading, Sports for Learning and Science Camp for 6th graders.

Garretson offers families opportunities to get involved through Family Nights, PTA events, and Dads All In events. Grade level teams offer parents workshops to support learning at home. Teachers and parents are also connected through Class Dojo that facilitates quick and frequent communication. Parents are encouraged to be a part of different decision making groups such as PTA and School Site Council and other advisory groups such as ELAC.

In 2018, Garretson completed its three year modernization project funded by Measure GG. We are grateful for our new Administration building, first ever Multi-Purpose Room, new Kindergarten building, new playground structures, new larger front parking lot, and new Library/Multi-Media Center with 60 new computer stations. This added to our 3 existing computer labs, the 3 mobile laptop carts (used by 4th-6th grade) and iPads (used in TK-2nd grade). Our community is appreciative of the new opportunities provided to our students to better prepare them for a 21st century education.

Our School Plan for Student Achievement (SPSA) supports Corona Norco Unified School District's mission to PROVIDE a quality education for ALL students within a secure and supportive environment. PROMOTE in ALL students academic excellence, social growth, and responsible decision-making. PREPARE ALL students to lead productive lives in a diverse global society. Our entire school takes into account information on the academic achievement of our students in relation to the challenging Common Core State Standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet these.

Garretson is proud to serve the community and call itself the, “Home of Scholars and Champions!”

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 160 |
| Grade 1 | 130 |
| Grade 2 | 139 |
| Grade 3 | 152 |
| Grade 4 | 172 |
| Grade 5 | 140 |
| Grade 6 | 172 |
| Total Enrollment | 1,065 |

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

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.6 |
| American Indian or Alaska Native | 0.1 |
| Asian | 4.6 |
| Filipino | 0.1 |
| Hispanic or Latino | 81.3 |
| Native Hawaiian or Pacific Islander | 0.1 |
| White | 10.1 |
| Two or More Races | 0.8 |
| Socioeconomically Disadvantaged | 63.9 |
| English Learners | 33.5 |
| Students with Disabilities | 14.2 |
| Foster Youth | 0.2 |
| Homeless | 0.1 |

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 | 45 | 45.9 | 45 | 2144 |
| Without Full Credential | 0 | 0 | 0 | 1 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 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 | TK Reach Level A, National Geographic © 2010, (Adoption 2012)Benchmark Education K-6, Benchmark Advance ELD, (Adoption 2017) Cengage Learning, Reach Level A (Adoption 2013) Pearson, Opening the World of Learning (Adoption 2014) | | 0 % |
| Mathematics | Math-Pearson 2 Envision Math K-2 (Adoption 2016) Math-Pearson EnVision Math California Common Core Grade 3-6 (Adoption 2015) Math Teacher Supplemental Materials Heinemann Grade 3-5, Envision Math© 2009 & Connected Mathematics Grade 6 (Adoption 2014) K-6 Spanish 2 year rollover envision MATH common core en espanol 2015, | | 0 % |
| Science | Macmillan/McGraw-Hill, California Science K-6 (Adoption 2008) 2007 Prentice Hall, Focus on Life Science, Focus on Earth Science, Focus on Physical Science, Spanish Science MacMillan/McGraw California 2008 Ciencias, | | 0 % |
| History-Social Science | Social Studies California Reflection-Harcourt, K-6 Social Studies Our World Now and Long ago, Kinder Social Studies Harcourt A Childs View, Grade 1 Social Studies Harcourt People we Know, Grade 2 Social Studies Harcourt Our Communities, Grade 3 Social Studies Harcourt California: A Changing State, Grade 4 Social Studies Harcourt, The United States: Making New Nation, Grade 5 Social Science Harcourt Ancient Civilization, Grade 6 (Adoption 2007) Harcourt School Publishers, Reflections: Ancient Civilizations 2006 Harcourt School Publishers, Reflections: California Series 2006 Holt, US History, Independence to 1914 | | 0 % |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------|--|----------------------------|--|
| | 2006 Holt, World History, Medieval to Early Modern Times, Spanish Social Studies CA Reflexiones Harcourt 2007, | | |

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. Garretson Elementary School's original facilities were built in 1960; 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:

- Modernization of bathrooms in building 3 (completed November 2017)
- Modernization process phase 1 - new school office, multipurpose room, kitchen, enhanced fencing and cameras (completed January 2018)
- Modernization process phase 2 - multimedia/library center and new kinder building, new front parking lot and remodel existing classrooms (completed December 2018)
- Measure GG modernization of K-1 and K-2 (completed February 2018)
- Measure GG remodel of building 3 bathrooms (completed February 2018)
- Measure GG new Administration building (completed February 2018)
- Measure GG new Multi-Purpose building (completed February 2018)
- Measure GG new upper grade Playground (completed April 2018)
- Measure GG new Kindergarten building and playground (completed December 2018)

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 three evening custodians are assigned to Garretson Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- Groundskeeping
- Restroom cleaning
- Trash removal
- Set up/clean up family events

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
- School marquee updates (manual changes)

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

Facilities Inspection

The district's maintenance department inspects Garretson Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Garretson 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 Thursday, October 18, 2018. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2018-19, all restrooms were fully functional and available for student use at the time of the inspection.

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: 5/15/2020

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Fair | K4: 4. WATER STAIN CEILING TILES RM 19: 4. WATER STAIN CEILING TILES/ CEILING TILE HAS HOLE RM 2: 4. WATER STAIN CEILING TILES RM 24: 4. WATER STAIN CEILING TILES 9. DRINKING FOUNTAIN KNOB IS MISSING RM 33: 4. WATER STAIN CEILING TILES 12. VENT SCREEN IS TORN ON SIDING RM 44: 4. WATER STAIN CEILING TILES RM 45: 4. WATER STAIN CEILING TILES RM 5: 4. WATER STAIN CEILING TILES RM 6: 4. WATER STAIN CEILING TILES 14. METAL BEAMS ARE MISSING ON OVER HANG RM 7: 4. WATER STAIN CEILING TILES RM 8: 4. WATER STAIN CEILING TILES |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | RM 14: 7. LIGHT DIFFUSER IS CRACKED |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | RM 24: 4. WATER STAIN CEILING TILES 9. DRINKING FOUNTAIN KNOB IS MISSING |
| Safety: Fire Safety, Hazardous Materials | Good | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|--|
| Structural: Structural Damage, Roofs | Good | RM 16: 12. DRY ROT AT CORNER OF TRIM RM 33: 4. WATER STAIN CEILING TILES 12. VENT SCREEN IS TORN ON SIDING |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | BOYS RR: 14. HOLE IN CONCRETE AT SEAM/ TRIP HAZARD RM 21: 15. WEATHER STRIPPING IS BENT ON DOOR RM 3: 15. WEATHER STRIPPING IS BENT ON DOOR RM 6: 4. WATER STAIN CEILING TILES 14. METAL BEAMS ARE MISSING ON OVER HANG |
| 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) | 56 | N/A | 61 | N/A | 50 | N/A |
| Mathematics (grades 3-8 and 11) | 40 | 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) | 31 | 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, the school marquee, school newsletters, the school website, the PTA newsletter, ELAC, Facebook, and via the weekly Family Literacy program. Contact Ana M. Luna, Principal, or Suzanne Adame, TSA, Parent Outreach, at (951) 736-3345 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Classroom Helper
- Office Helper
- Special Activities

Committees

- English Learner Advisory Council
- Parent Teacher Association
- Safe Schools Committee
- School Site Council
- PBIS (Positive Behavior Interventions and Supports)
- Dads All In

School Activities

- Back to School Night
- Family Nights
- Open House
- Parenting Classes
- Parent Training
- Parent Information Nights
- Project Inspire
- Scholastic Book Fair
- Science Fair Nights
- PTA Reflections Night
- Project Inspire Parent Education
- Adult Education (English & GED Support)
- Family Outreach (Tuesdays & Thursdays)
- Family Movie Night
- Patriotic Community Assembly
- Attendance Recognition
- Character Counts
- Monthly Assemblies
- Award Recognition Assemblies
- Kindergarten Orientation
- Holiday Breakfast
- Math Carnival
- Harvest Festival
- Literacy Night
- GATE Night
- Dual Language Immersion Night
- SBAC Nights
- School Talent Show

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 | 1.0 | 1.1 | 2.9 | 3.2 | 3.5 | 3.5 |
| Expulsions | 0.1 | 0.1 | 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 | 0.4 | 2.4 | 2.5 |
| Expulsions | 0 | 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 Garretson 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 and safety teams, 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 September, 2020.

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 | 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+ |
| K | 24 | 2 | 5 | | 22 | 5 | 2 | | 23 | 2 | 5 | |
| 1 | 28 | | 4 | | 27 | | 5 | | 25 | | 5 | |
| 2 | 27 | | 5 | | 29 | | 4 | | 27 | | 5 | |
| 3 | 23 | 1 | 5 | | 27 | | 6 | | 29 | | 5 | 1 |
| 4 | 27 | | 6 | | 26 | | 5 | | 28 | | 6 | |
| 5 | 27 | | 5 | | 30 | | 6 | | 27 | | 5 | |
| 6 | 25 | 1 | 6 | | 28 | 1 | 3 | 2 | 28 | | 6 | |
| Other** | | | | | 10 | 1 | | | 14 | 2 | | |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

| Title | Ratio |
|----------------------|--------|
| Academic Counselors* | 2662.5 |

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

Student Support Services Staff (School Year 2019-2020)

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.4 |
| 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 | 7851.72 | 1655.75 | 6195.97 | 101340.27 |
| District | N/A | N/A | 6537.31 | \$101,255 |
| Percent Difference - School Site and District | N/A | N/A | -0.9 | -1.3 |
| State | N/A | N/A | \$7,750 | \$83,052 |
| Percent Difference - School Site and State | N/A | N/A | -21.7 | 18.5 |

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 |

Staff Development

All training and curriculum development activities at Garretson Elementary School revolve around the California State Standards. The professional development plan was developed as a result of data analysis of state testing results. Data demonstrated a need for refinement and focus in the area of mathematics. The school continues to make gains in the area of English Language Arts, but made a small decline in the area of mathematics. The plan was developed in collaboration and ongoing discussions with the school wide leadership team and feedback from grade level PLC groups.

During 2018-2019 school year, Garretson Elementary is implementing the following staff development:

- ASES/ExL Intervention Training
- AVID Summer Institute
- AVID Elementary Two and Three Column Note Taking
- Focused Notes facilitated by RIMS AVID
- Data Assessment Teams
- I-Ready
- I-Station Training for DLI Team
- Supplemental Math Materials Training for 5th Grade
- Data Discussions with District Office Math Teacher on special assignment
- English Language Learner PD with District TSAs
- Grade Level Math Collaboration/Support with District TSAs
- Math Practice Standards
- Math Number Talks Training with District TSAs
- Guided Reading
- PBIS Tier 1
- PBIS Tier 2
- Dual Language Immersion
- Gifted and Talented Education
- CUBE
- ASES/ EXL Intervention Training

- Assessment Training
- Common Core State Standards
- Data Assessment Teams
- Dual Language Immersion
- Foundational Skills Training
- GATE Workshops
- Guided Reading Training PD with District TSAs
- Literacy, Foundation Skills Institution
- PBIS Training/Boys Town Training
- Professional Learning Communities
- Sheltered Instruction Observation Protocol (SIOP)
- Strategic Intervention Training
- ELL Training
- Math Workshops (Number Talks TraininTg with District TSAs)
- AVID Elementary (2 and 3 Column Note Training)
- English Language Arts Training
- iReady Training
- Istation Training

ASES/ExL Intervention Training: To support Para-educators for after school program. Delivered through district and on-site professional development.

Advancement Via Individual Determination (AVID) Training: Need determined by school site to support school-wide focus of 21st Century Learning focused on organization and note taking. Delivered through facilitated planning, staff meetings, and conferences.

Data Assessment Teams: Using student data to drive instruction, assessment, and intervention. Delivered during teacher release time.

Dual Language Immersion (DLI) Training: To support instruction for specialized school program. Delivered through facilitated planning time, professional development, iStation training, and conferences (CABE, ATDLE).

English Language Arts (ELA) Training: Need determined by leadership based on school-wide data and SBAC data to focus on Close Reading (2017/2018) Guided Reading (2018/2019). Delivered through District professional development, in-class coaching, staff meetings, facilitated planning, iReady training, Data Team Meetings, and InnovatEd training.

English Language Learner (ELL) Training: Need determined by CELDT/ELPAC scores, school-wide data, and SBAC data. Delivered through District professional development, in-class coaching, staff meetings, facilitated planning, and Data Team Meetings.

Gifted and Talented Education (GATE) Training: To support instruction for specialized school program. Delivered through facilitated planning time, professional development, conferences (GATE).

Math Training: Need determined by leadership based on school-wide data and SBAC data to focus on Math Practice Standards through Number Talks. Delivered through District professional development, in-class coaching, staff meetings, facilitated planning, iReady training, and Data Team Meetings

Positive Behavior Intervention Systems (PBIS): To support school-wide system of expectations for behavior. Delivered through District professional development, in-class coaching, staff meetings, facilitated planning, and conferences.

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. Garretson Elementary School supports ongoing professional growth throughout the year during Professional Collaboration Time (PCT) on early release days. 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 sessions 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.

Garretson 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.

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