

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

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)

Home of Scholars & Champions!

Garretson Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Garretson Elementary School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

This year, 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 Library/Multi-Media Center and a larger, new front parking lot. Our community is appreciative of the new opportunities provided to our students to better prepare them for a 21st century education.

Mission Statement

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, high quality 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 marvelous learning environment with a rich culture and vibrant school spirit. Garretson Gator students and staff follow "The Gator Way" (Be Respectful, Be Responsible, Be Safe) to help create a positive community of scholars and citizens. Garretson has two administrators, 42 teachers, two resource teachers, two teachers on special assignment and 40 support staff members who truly care about children. Ongoing professional development is also provided for staff through site and district level trainings. 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.

Garretson, a Title I, Transitional Kindergarten (TK) through sixth grade AVID Elementary school, has several programs to help meet the diverse needs of its 1,040 students. These include a Gifted and Talented Education (GATE) magnet program (3rd-6th), a Spanish Dual Language Immersion (DLI) program (TK – 6th), and two Special Day Classes (SDC). Garretson also has two Speech and Language Pathologists, two Resource teachers, a school Psychologist, and a counselor on site three days per week.

Garretson's student enrollment by ethnicity:

844 Hispanic or Latino, 105 White, 48 Asian, 24 African American, 3 Filipino, 2 American Indian, 3 Pacific Islander, and 9 two or more races. 455 Garretson students are English Learners.

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, Art Stars, interventions, enrichment, and a Summer ExL (Gator Camp) program. Garretson offers families opportunities to get involved through Family Nights, PTA events, Project to Inspire, and Dads All In events.

Garretson is proud to call itself the, "Home of Scholars and Champions!"

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

Grade Level	Number of Students
Kindergarten	167
Grade 1	115
Grade 2	138
Grade 3	130
Grade 4	168
Grade 5	155
Grade 6	146
Total Enrollment	1,019

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.2
Asian	4.7
Filipino	0.3
Hispanic or Latino	80.9
Native Hawaiian or Pacific Islander	0.3
White	10.3
Socioeconomically Disadvantaged	65.7
English Learners	34.1
Students with Disabilities	13.8
Foster Youth	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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	48	44	44	45
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 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. 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 (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:		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	LIBRARY: 4. WATER STAIN CEILING TILES 7. LIGHT DIFFUSER IS LOOSE RM 1: 4. WATER STAIN CEILING TILES RM 11: 4. WATER STAIN CEILING TILES RM 17: 4. CEILING TILE HAS HOLE RM 19: 4. WATER STAIN CEILING TILES RM 2: 4. WATER STAIN CEILING TILES RM 24: 4. WATER STAIN CEILING TILES 9. DRINKING FOUNTAIN KNOB IS MISSING RM 31: 4. CEILING TILE IS LOOSE 7. LIGHT SWITCH COVER IS CRACKED RM 32: 4. CEILING TILE IS LOOSE RM 44: 4. WATER STAIN CEILING TILES RM 45: 4. WATER STAIN CEILING TILES RM 5: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON EAVES IN WALKWAY
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	LIBRARY: 4. WATER STAIN CEILING TILES 7. LIGHT DIFFUSER IS LOOSE RM 31: 4. CEILING TILE IS LOOSE 7. LIGHT SWITCH COVER IS CRACKED
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	RM 24: 4. WATER STAIN CEILING TILES 9. DRINKING FOUNTAIN KNOB IS MISSING RM 9: 9. FAUCET IS LOOSE ON SINK
Safety: Fire Safety, Hazardous Materials	Good	RM 23: 11. PAINT IS CHIPPING ON EXTERIOR WALL RM 38: 11. PAINT IS CHIPPING ON EAVES 14. WALKWAY IS CRACKED WITH HOLES/ TRIP HAZARD RM 42: 11. PAINT IS PEELING ON GUTTER RM 5: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON EAVES IN WALKWAY
Structural: Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report:		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	RM 30: 14. HOLE IN CONCRETE AT ENTRY TO COURTS/ TRIP HAZARD RM 38: 11. PAINT IS CHIPPING ON EAVES 14. WALKWAY IS CRACKED WITH HOLES/ TRIP HAZARD RM 6: 14. METAL BEAMS ARE MISSING ON OVER HANG

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report:	
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)	48.0	51.0	59.0	61.0	48.0	50.0
Mathematics (grades 3-8 and 11)	38.0	37.0	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	596	589	98.83	51.44
Male	290	286	98.62	46.50
Female	306	303	99.02	56.11
Black or African American	15	14	93.33	64.29
American Indian or Alaska Native	--	--	--	--
Asian	33	33	100.00	93.94
Filipino	--	--	--	--
Hispanic or Latino	457	451	98.69	45.45
Native Hawaiian or Pacific Islander	--	--	--	--
White	75	75	100.00	64.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	408	401	98.28	43.39
English Learners	281	276	98.22	39.49
Students with Disabilities	99	98	98.99	13.27
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	595	592	99.5	37.33
Male	289	286	98.96	36.36
Female	306	306	100	38.24
Black or African American	15	14	93.33	14.29
American Indian or Alaska Native	--	--	--	--
Asian	33	33	100	96.97
Filipino	--	--	--	--
Hispanic or Latino	456	454	99.56	29.74
Native Hawaiian or Pacific Islander	--	--	--	--
White	75	75	100	58.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	407	404	99.26	27.23
English Learners	280	280	100	25

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	98	97	98.98	12.37
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	19.6	24.3	23.6

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 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

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	2.3	1.6	1.0	2.7	2.9	2.9	3.7	3.7	3.5
Expulsions	0.0	0.0	0.1	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 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, 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 2018.

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	26	1	6		22	3	4		24	2	5	
1	23	3	2		28		5		28		4	
2	30		5		23	1	4		27		5	
3	22	1	6		26		6		23	1	5	
4	24		6		23		6		27		6	
5	27		5	1	25		6		27		5	
6	23	2	5		25	2	4		25	1	6	
Other					15	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.

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	0.5	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	1407.072	6380.037	97602.12
District	N/A	N/A	\$6,293	\$96,620
Percent Difference: School Site and District	N/A	N/A	-9.1	1.4
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-13.5	20.1

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)

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
- CAFE

- 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, ATDL).

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 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, Garretson 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
- IStation 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
- SchoolMessenger
- Shelter Instruction Observation Protocol (SIOP)
- Step Up to Writing
- Social Studies
- Writing for the 21st Century Student

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 2016-17 school year, Garretson Elementary School held staff development devoted to:

- ASES Intervention Training
- Assessment Training
- Common Core State Standards
- Data Assessment Teams
- Dual Language Immersion
- Foundational Skills Training
- GATE Workshops

- Literacy, Foundation Skills Institution
- Look 2 Learning
- PBIS Training
- Professional Learning Communities
- Sheltered Instructional Observations Protocol (SIOP)
- Strategic Intervention Training
- ELL Training
- Math Workshops
- AVID

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 Garretson Elementary School. The staff development 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 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.