

# George Washington Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **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).

#### **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**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	George Washington Elementary School
<b>Street</b>	1220 W. Parkridge Ave.
<b>City, State, Zip</b>	Norco, CA 92860
<b>Phone Number</b>	(951) 736-3326
<b>Principal</b>	Veronica Rodriguez
<b>Email Address</b>	verodriguez@cnusd.k12.ca.us
<b>Website</b>	www.cnusd.k12.ca.us/waes
<b>County-District-School (CDS) Code</b>	33670336031793

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

## School Description and Mission Statement (School Year 2019-20)

### Mission Statement:

Washington Elementary empowers all students to become responsible citizens and lifelong learners.

### Vision Statement:

Our vision is to create a school that is highly regarded for its academic excellence, good citizenship, and cultural appreciation in the 21st century.

Washington Elementary is a traditional schedule school serving a population of about 990 students. We are located on the border between the cities of Norco and Corona, in a suburban/semi-rural setting. The school services a multi-cultural population (approximately 70% Hispanic, 25% White, and 5% other) for grades TK-6. We have thirty-six regular education classrooms as well as three self-contained special education classrooms and one and a half resource specialists. Washington has four classroom computer labs, eight floating computer carts with student laptops and three IPAD student carts. We have forty one teachers and thirty-two support staff. The support staff includes: school principal, school assistant principal, a teacher on assignment, three fully credentialed temporary specialists, school psychologist, nurse, health clerk, library clerk, computer aide, adapted PE teacher, OT specialist, ABA specialists, After School Program Director with six instructional aides, and a one and one half speech/language specialist, secretary, office staff, custodians, and classroom aides.

Washington Elementary offers a wide range of academic programs designed to support all students throughout the learning process. We are the home to CNUSD's first Dual Language Immersion Program, which adheres to a 90/10 model. In addition, Washington has a GATE program, which spans grades three through six. Our Special Educational Services include a Special Day Classroom, a Primary and Upper Severely Handicapped Classroom, Speech and Language Program, and Resource Programs. Our English Learners (EL's) are identified through the registration process. Teachers support our EL's throughout the school day by using SIOP strategies and delivering targeted thirty-minute English Language Development (ELD) instruction. In addition, teachers are embedding English Language Development Standards throughout the curriculum via specialized academic instructional strategies and planning. The Kinder Readiness Program is available to students entering Kindergarten in the 2019-2020 school year. The Expanded Learning Program consists of three components: Homework support, preview/review, and enrichment. The program is led by an after school program director and supported with six instructional aides. Together, they serve an average daily attendance of 110 students. Our program runs Monday through Friday for four full hours daily. Washington adheres to the district's prescribed traditional school calendar which includes one week of minimum days for parent/teacher conferences in the month of October.

Washington Elementary promotes positive behavior by following the Character Counts traits: Respect, Responsibility, Trustworthiness, Caring, Citizenship, and Fairness. Students may redeem "Eagle Feathers" as positive behavior incentives for special prizes.

Washington’s school climate promotes college and career readiness through a collaborative spirit among staff, students, and parents. Our Character Counts theme is taught to our parents through outreach meetings and extends to our students throughout the school day in various ways. The staff at Washington Elementary shares the passion that all students have tremendous potential and innate ability to learn. Our teachers are committed to increase rigor, promote critical thinking, maintain high expectations, and their focus is on student achievement so all Washington students have success.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	154
Grade 1	134
Grade 2	138
Grade 3	158
Grade 4	123
Grade 5	132
Grade 6	150
<b>Total Enrollment</b>	<b>989</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.2
American Indian or Alaska Native	0.3
Asian	2.4
Filipino	1.3
Hispanic or Latino	73.8
Native Hawaiian or Pacific Islander	0.8
White	16.3
Two or More Races	0.6
Socioeconomically Disadvantaged	58.7
English Learners	29.9
Students with Disabilities	11.1
Foster Youth	0.3
Homeless	0.3

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
<b>With Full Credential</b>	42	41.5	40.7	2210
<b>Without Full Credential</b>	0	0	0	2
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	101

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	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 2019-20)

**Year and month in which data were collected:** September 3, 2019

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 3, 2019, 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 2019-20 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
<b>Reading/Language Arts</b>	2017 Benchmark Education, Benchmark Advance 2013 Cengage Learning, Reach Level A 2014 Pearson, Opening the World of Learning	Yes	0
<b>Mathematics</b>	2015 Math-Pearson EnVision Math California Common Core, 2016 Math-Pearson 2 Envision Math 2016, 2018 Grade 3-5 Math Teacher Supplemental Materials Heinemann, 2014 Grade 6 Envision Math 2009 & Connected Mathematics, K-6 Spanish 2 year rollover envision MATH common core en espanol 2015,	Yes	0
<b>Science</b>	2008 Macmillan/McGraw-Hill, California Science 2007 Prentice Hall, Focus on Life Science, Focus on Earth Science, Focus on Physical Science, Spanish Science MacMillan/McGraw California 2008 Ciencias,	Yes	0
<b>History-Social Science</b>	2006 Harcourt School Publishers, Reflections: Ancient Civilizations 2006 Harcourt School Publishers, Reflections: California Series 2006 Holt, US History, Independence to 1914 2006 Holt, World History, Medieval to Early Modern Times, Spanish Social Studies CA Reflexiones Harcourt 2007, 2006,2007 Social Studies California Reflection-Harcourt, Kinder Social Studies Our World Now and Long ago, Grade 1 Social Studies Harcourt A Childs View, Grade 2 Social Studies Harcourt People we Know, Grade 3 Social Studies Harcourt Our Communities, Grade 4 Social Studies Harcourt California: A Changing State, Grade 5 Social Studies Harcourt, The United States: Making New Nation, Grade 6 Social Science Harcourt Ancient Civilization, 2006 Harcourt School Publishers, Reflections: Ancient Civilizations 2006 Harcourt School Publishers, Reflections: California Series 2006 Holt, US History, Independence to 1914 2006 Holt, World History, Medieval to Early Modern Times, Spanish Social Studies CA Reflexiones Harcourt 2007,	Yes	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. George Washington Elementary School's original facilities were built in 1967; 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. 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 George Washington Elementary School. The day custodian is responsible for:

- Classroom cleaning
- General grounds maintenance
- Groundskeeping
- Restroom cleaning
- Lunch area cleaning

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

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

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

## School Facility Good Repair Status (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

**Year and month of the most recent FIT report:** 4/1/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Interior:</b> Interior Surfaces	Fair	ADMIN AREA: 4. WATER STAIN CEILING TILES MPR: 4. WATER STAIN CEILING TILES RM 28: 4. WATER STAIN CEILING TILES RM 33: 4. WATER STAIN CEILING TILES 11. CLEANING SUPPLIES ARE STORED UNDER SINK (KEEP OUT OF REACH OF CHILDREN) RM K 1: 4. WATER STAIN CEILING TILES 11. CLEANING SUPPLIES ARE STORED UNDER SINK (KEEP OUT OF REACH OF CHILDREN) RM P 410: 4. WATER STAIN CEILING TILES RM P 49: 4. WATER STAIN CEILING TILES 7. LIGHT SWITCH COVER IS BROKEN RM P 66: 4. CEILING TILE HAS HOLE RM P 70: 4. WATER STAIN CEILING TILES IN OFFICE 14. TRIP HAZARD ON ASPHALT WALKWAY 15. DOOR DOES NOT CLOSE PROPERLY RM P 71: 4. WATER STAIN CEILING TILES STAFF LOUNGE: 4. WATER STAIN CEILING TILES
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	RM P 49: 4. WATER STAIN CEILING TILES 7. LIGHT SWITCH COVER IS BROKEN RM P 61: 7. LIGHT SWITCH COVER IS CRACKED 14. TRIP HAZARD AT STAIR ENTRY
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	RM 23: 11. CLEANING SUPPLIES ARE STORED UNDER SINK (KEEP OUT OF REACH OF CHILDREN) RM 33: 4. WATER STAIN CEILING TILES 11. CLEANING SUPPLIES ARE STORED UNDER SINK (KEEP OUT OF REACH OF CHILDREN) RM 43: 11. CLEANING SUPPLIES ARE STORED UNDER SINK (KEEP OUT OF REACH OF CHILDREN) RM 45: 11. CLEANING SUPPLIES ARE STORED UNDER SINK (KEEP OUT OF REACH OF CHILDREN) RM K 1: 4. WATER STAIN CEILING TILES 11. CLEANING SUPPLIES ARE STORED UNDER SINK (KEEP OUT OF REACH OF CHILDREN) RM K 2: 11. CLEANING SUPPLIES ARE STORED UNDER SINK (KEEP OUT OF REACH OF CHILDREN) RM K3: 11. CLEANING SUPPLIES ARE STORED UNDER SINK (KEEP OUT OF REACH OF CHILDREN) RM P 51: 11. PAINT IS CHIPPING ON EAVES/ CLEANING SUPPLIES ARE STORED UNDER SINK (KEEP OUT OF REACH OF CHILDREN) RM P 54: 11. CLEANING SUPPLIES ARE STORED UNDER SINK (KEEP OUT OF REACH OF CHILDREN) RM P 55: 11. PAINT IS CHIPPING ON TRIM/ CLEANING SUPPLIES ARE STORED UNDER SINK (KEEP OUT OF REACH OF CHILDREN) RM P 56: 11. PAINT IS CHIPPING ON EAVES
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	RM P 50: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM ON WALKWAY/ TRIP HAZARD RM P 58: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM RM P 59: 14. TRIP HAZARD ON ASPHALT WALKWAY RM P 61: 7. LIGHT SWITCH COVER IS CRACKED 14. TRIP HAZARD AT STAIR ENTRY RM P 70: 4. WATER STAIN CEILING TILES IN OFFICE 14. TRIP HAZARD ON ASPHALT WALKWAY 15. DOOR DOES NOT CLOSE PROPERLY
<b>Overall Rating</b>	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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	57	58	61	61	50	50
Mathematics (grades 3-8 and 11)	40	45	46	47	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	553	550	99.46	0.54	58.00
Male	287	287	100.00	0.00	54.36
Female	266	263	98.87	1.13	61.98
Black or African American	21	21	100.00	0.00	61.90
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	66.67
Filipino	--	--	--	--	--
Hispanic or Latino	401	399	99.50	0.50	55.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	104	103	99.04	0.96	66.99

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	325	322	99.08	0.92	50.62
English Learners	198	196	98.99	1.01	44.39
Students with Disabilities	78	78	100.00	0.00	20.51
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	551	549	99.64	0.36	44.63
Male	286	286	100.00	0.00	45.80
Female	265	263	99.25	0.75	43.35
Black or African American	21	21	100.00	0.00	42.86
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	40.00
Filipino	--	--	--	--	--
Hispanic or Latino	399	398	99.75	0.25	41.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	104	103	99.04	0.96	54.37
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	323	321	99.38	0.62	37.69
English Learners	198	197	99.49	0.51	30.46
Students with Disabilities	78	78	100.00	0.00	11.54
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 2018-19)

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	20.3	24.8	27.1

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

## 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 2019-20)

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 the school marquee, school newsletters, the school website, Blackboard Connect (automated telephone message delivery system), principal notes, and Facebook. Contact the school office at (951) 736-3326 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer  
 Chaperone Field Trips  
 Classroom Helper  
 Library Helper  
 Accelerated Reading Program  
 Book Fair  
 Food and Clothing Drive  
 PTA Dances and Family Events

Committees  
 English Learner Advisory Council  
 Parent Teacher Association  
 School Site Council

School Activities  
 Literacy Nights  
 Open House  
 Student Dances  
 Harvest Festival  
 Santa's Breakfast  
 Monthly Coffee with the Principal  
 Dual Immersion Parent Meetings  
 Assemblies  
 Back to School Night/Parent Information Night  
 Adult Education Classes

**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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.5	0.3	0.4	2.9	2.9	3.2	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.2	0.2	0.1	0.1	0.1

**School Safety Plan (School Year 2019-20)**

The Comprehensive School Site Safety Plan was developed for George Washington 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 2017.

## 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	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	30		4	1	30		4	1	39		2	2
1	28		5		33		3	1	26		5	
2	25		5		29		5		27		5	
3	22	1	5		23	1	5		31		5	
4	27		5		25		4		24		5	
5	28		5		31		4	1	25		5	
6	26	1	3	2	22	3	4		23	2	5	
Other**	10	1							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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8182.509776	1911.018457	6271.49132	97,606.05

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	\$6,293	\$97,905.00
Percent Difference - School Site and District	N/A	N/A	-0.3	-0.3
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-17.9	16.9

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 2018-19)

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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$62,059	\$48,612
Mid-Range Teacher Salary	\$94,278	\$74,676
Highest Teacher Salary	\$116,021	\$99,791
Average Principal Salary (Elementary)	\$127,372	\$125,830
Average Principal Salary (Middle)	\$131,977	\$131,167
Average Principal Salary (High)	\$138,657	\$144,822
Superintendent Salary	\$374,392	\$275,796

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	41%	34%
Percent of Budget for Administrative Salaries	4%	5%

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	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

All training and curriculum development activities at George Washington Elementary School revolve around the California State Standards. George Washington Elementary School held staff development training devoted to:

- Classroom Engagement and Rigor
- Common Core State Standards Training in English Language Arts & Math
- English Language Development Rotations
- Instructional Strategies for After School Program
- Professional Learning Communities (PLC 4 REAL)
- Safety and Evacuation Procedures
- SEIS Training
- Sheltered Instruction Observation Protocol (SIOP)
- Next Generation Science Standards (NGSS)

Teachers also had the opportunity to attend the following events hosted by the Corona-Norco Unified School District:

- Active Shooter
- Benchmark Planning
- Assessment Building
- Canvas Training
- Positive Behavior Intervention and Support (PBIS)
- Close Reading
- ELA/Daily Five Planning
- Math Writing Planning
- ELA/Science/Social Studies Planning
- Digital Citizenship
- Dual Language Immersion
- Educational Technology Training
- iReady Training
- Grade Level Essential Standards Planning
- Number Talks
- Step Up to Writing

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. George Washington 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.

Trainings were provided after school, subbed out and during PCT time.