

Home Gardens Academy

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	Home Gardens Academy
Street	13550 Tolton Avenue
City, State, Zip	Corona, CA 92879
Phone Number	(951) 736-3219
Principal	Dr. Sabrina Kaspar
E-mail Address	skaspar@cnusd.k12.ca.us
Web Site	www.cnusd.k12.ca.us/hges
CDS Code	336703360318119

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)

Our vision is to empower our community to dream big and positively impact the world.

Collective Commitments:

We will provide students multiple opportunities to show mastery with a passing score of 70% or higher via parent communication.

We will engage students in effective writing opportunities in each content area on a daily basis. (Journal writing, quick writes, think/pair/share, self-assessments, note taking, and research projects, thinking maps)

We will commit to a full implementation of capturing kids hearts, which includes affirmations, social contract, three good things, and using the four questions.

We will prioritize standards through grade level consensus, by checking for criteria and utilizing vertical articulation each trimester.

We will access at least one opportunity to develop as a professional educator.

We will engage in meaningful collaboration using multiple measures with a focus on student achievement through the use of data analysis and reflection at least once a month.

The leadership team will promote a unified focus toward school-wide goals so that students reach their full potential with high levels of achievement.

Home Gardens Academy sits on the border of Corona and Riverside and is considered to be part of the unincorporated areas of Riverside County. Home Gardens Academy's demographics make-up consists of the following: African American (1.41%), Hispanic (92%), White (3.8%), Filipino (.51%), and Asian (1.1%) American Indian, (.77%). Home Gardens Academy currently has 970 students enrolled on a single track, traditional schedule. We service students in grades Transitional Kindergarten to Eighth grade. The staff consists of 1 Principal, 1 Assistant Principal, 1 student advisor, general education teachers, 2 teachers on special assignment, 2 special education resource teachers, two part-time band teachers, a full-time and 1 part-time speech and language pathologist, a full time psychologist, a counselor, a health clerk, and a nurse. Our staff also includes a school secretary, 2 full-time clerks, 2 part-time clerks, a library clerk, 6 instructional aides (3 are bilingual aides), 2 special education aides, 1 community assistant, 1 security guard, 4 custodians, 8 lunch supervisors, one food service manager with 5 assistants, 2 temporary specialists assisting with grade level interventions and 1 Expanded Learning program temporary specialist (ExL), and 5 Expanded Learning aides.

The community of learners at Home Gardens Academy is supported by coordinated services from the Title I program, the after school Expanded Learning Program (ExL), LCAP and General funds. The School Improvement Program encourages school improvements in transitional kindergarten through eighth via a collaborative decision-making process within the school community to meet the educational, personal, and career needs of every student in a timely and effective manner. Staff development opportunities are made available through the district office and the site. Standards, assessment, and accountability are utilized to ensure that all educational programs are based on the state guidelines. All students have equal access to integrated and coordinated programs based on student needs. The programs are educationally sound and legally acceptable educational practices. Parents and members of the community have the opportunity to assist in and support the educational process through participation in decision making and volunteer activities.

- The school facilities include enough classrooms to accommodate up to 34 students in grades TK-6 and 40 students in 7th and 8th grades. The campus includes a Parent Center, Library, Child Care facility, 4 student computer labs, an intervention classroom, staff lounge, conference room, multi-purpose room, 2 workrooms, and school cafeteria.

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

Grade Level	Number of Students
Kindergarten	134
Grade 1	119
Grade 2	113
Grade 3	114
Grade 4	105
Grade 5	120
Grade 6	99
Grade 7	74
Grade 8	74
Total Enrollment	952

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.6
Asian	1.1
Filipino	0.4
Hispanic or Latino	92.4
Native Hawaiian or Pacific Islander	0.0
White	3.0
Socioeconomically Disadvantaged	84.2
English Learners	44.7
Students with Disabilities	12.1
Foster Youth	0.0

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	41	43		42
Without Full Credential	0	0		0
Teaching Outside Subject Area of Competence (with full credential)	0	0		0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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

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

On Tuesday, September 4, 2018, the Corona-Norco Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 46 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, Corona-Norco Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Benchmark Education, Benchmark Advance 2013 Cengage Learning, Reach Level A 2004 Hampton Brown, High Point 2016 Hampton Brown, Inside: Language, Literacy & Content 2017 Houghton Mifflin Harcourt, Collections 2014 Pearson, Opening the World of Learning		0
Mathematics	2014 Pearson, Connected Mathematics 3 2014 Pearson, Connected Mathematics 3 2008 Prentice Hall, Algebra 1, CA Edition 2008 Prentice Hall, Pre-Algebra California Edition 2009 Scott Foresman Addison Wesley, enVision Math 2008 Scott Foresman Addison Wesley, enVision Math		0
Science	2008 Macmillan/McGraw-Hill, California Science 2007 Prentice Hall, Focus on Life Science, Focus on Earth Science, Focus on Physical Science		0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	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		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. Home Gardens Academy's original facilities were built in 2011; 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:

- Repairs to emergency fire lane next to basketball courts
- Replacement of fire lane next to Grant Avenue

2017-18 Improvements in Process:

- Campus landscaping projects
- New computers for all teachers
- Addition of two new murals
- Installation of security cameras

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

- Cafeteria setup/cleanup
- General grounds maintenance
- Restroom cleaning
- Trash removal
- Event setup/cleanup

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
- Event setup/cleanup

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10/4/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Poor	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/4/2018	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	44.0	47.0	59.0	61.0	48.0	50.0
Mathematics (grades 3-8 and 11)	33.0	29.0	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	577	572	99.13	46.85
Male	273	270	98.90	40.00
Female	304	302	99.34	52.98
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	535	530	99.07	46.42
White	16	16	100.00	68.75
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	510	505	99.02	44.95
English Learners	325	321	98.77	38.32
Students with Disabilities	68	68	100.00	23.53
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	577	574	99.48	28.75
Male	273	272	99.63	26.47
Female	304	302	99.34	30.79
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	535	532	99.44	27.82
White	16	16	100	56.25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	510	507	99.41	25.84
English Learners	325	323	99.38	22.91
Students with Disabilities	68	68	100	8.82
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	16.1	22.9	17.8
7	19.7	23.9	18.3

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, the school website, Monday mornings Eagle Report, Facebook, Instagram, Twitter, Sunday reminders, and the Dream Big Parent Academy calendar. Contact the school office at (951) 736-3219 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Chaperone Field Trips
Classroom Helper
Diversity Den Volunteers
Dream Big parent Academy
Library Assistant
Office Volunteers
Parent Facilitator
Recess and Lunch Support

Committees
Action Team for Partnership
Dream Big Parent Academy
Dual Language Immersion Parent Council
English Learner Advisory Council
Parent Teacher Student Association
School Site Council
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School Activities
Back to School Night
Dads All In Barbecue
Dream Big Parent Academy
Family Learning Days
Father and Daughter Dance
Harvest Fair

Latino Family
 Literary Project
 Mother-Son Night
 Open House
 School Links
 Sports for Middle School Students

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	1.7	4.1	2.6	2.7	2.9	2.9	3.7	3.7	3.5
Expulsions	0.0	0.1	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 Home Gardens Academy 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	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	24	2	4		24	2	4		27	1	4	
1	30		4		29		4		30		4	
2	26	1	3		29		4		28		4	
3	29		4		26		4		29		4	
4	26	1	3		30		2	2	26		4	
5	31		3		25	2	2		30		2	2
6	30		3		28		3		25	2	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	1.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non-teaching)	2.0	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	462	6650	95469.87
District	N/A	N/A	\$6,293	\$96,620
Percent Difference: School Site and District	N/A	N/A	5.5	-4.2
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	1.1	14.6

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

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

Types of Services Funded (Fiscal Year 2017-18)

For the 2015-16 school year, Corona-Norco Unified School District spent an average of \$9,901 of total general funds to educate each student (based on 2015-16 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Corona-Norco Unified School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:

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

Teacher and Administrative Salaries (Fiscal Year 2016-17)

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

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

Professional Development (Most Recent Three Years)

All training and curriculum development activities at Home Gardens Academy 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, Home Gardens Academy is implementing the following staff development:

- AVID Summer Institute
- AVID Site Team Conference for Elementary and Middle School Site Teams
- Focused Notes facilitated by RIMS AVID
- 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
- Grade Level Math Collaboration/Support with District TSA
- Math Practice Standards
- Guided Reading
- PBID Tier 1
- PBIS Tier 2
- PLC 4 Real
- Capturing Kids Hearts
- Dual Language Immersion
- CAFE
-

Our English Language Learner community continues to be a major focus in our professional development plan. In the 2018-2019 school year, the following professional development will be implemented in order to support teachers in the process of implementing the best instruction that will foster English language acquisition:

- Revisit of SIOP: A review of effective SIOP strategies for EL's.
- Utilizing 3 Column Notes: Process of refining understanding, processing academic language, and a structured scaffold.
- Guided Reading: Assist 4th grade teachers to be intentional with their EL's when meeting with them in their guided reading groups to assist in decreasing the LTEL numbers of students. 5th-6th training will be targeted to help the teachers create effective LTEL guided reading groups.
- English Learner Roadmap: A better understanding of how the roadmap will guide educators as they use the resources to develop plans that ensure the academic achievement of English learners.
- Integrated and Designated ELD Round 2: Providing opportunities to allow students to practice the language throughout the day.

In previous years, Home Gardens Academy held staff development training devoted to:

- AVID Training
- Classroom Rigor
- Common Core State Standards
- Data Analysis
- Depth of Knowledge
- Kagan Cooperative Learning
- Sheltered Instruction Observation Protocol (SIOP)
- Thinking Maps
- PLC Training
- PBIS Training
- Step Up to Writing
- Technology Training
- Growth Mindset
- Capturing Kids Training
- Social-Emotional Needs of Students

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. Home Gardens Academy supports ongoing professional growth throughout the year during Professional Collaboration Time (PCT) on minimum 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.

In the previous two years, Home Gardens Academy's teachers had the opportunity to attend the following events hosted by the Corona-Norco Unified School District:

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

- Grade Level Essential Standards Planning
- Introduction to Restorative Practices
- Math Training
- Next Generation Science Standards (NGSS)
- Number Talks
- SchoolMessenger
- Shelter Instruction Observation Protocol (SIOP)
- Step Up to Writing
- Social Studies
- Writing for the 21st Century Student

Home Gardens Academy offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are providing 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.