Orange 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
School Name	Orange Elementary School
Street	1350 Valencia Ave
City, State, Zip	Corona, CA 92881
Phone Number	(951) 736-3455
Principal	Kelly Williams
Email Address	kelly.williams@cnusd.k12.ca.us
Website	www.cnusd.k12.ca.us/ores
County-District-School (CDS) Code	33-67033-6120372

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

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

The staff and administration at Orange Elementary School, in cooperation with the community, are dedicated to the challenge of meeting the academic, physical, and social needs of students. We believe all children can learn and our goal is to prepare our students to become productive, responsible citizens, able to adapt to a changing world. We also strive to remain focused on a rigorous academic program presented by a knowledgeable and caring staff. Teachers collaborate regularly to analyze student achievement and plan lessons using research based effective instructional strategies. Parents are invited to participate in all aspects in their children's schooling from volunteer opportunities to elected positions on our advisory committees or associations. We are committed to meaningful partnerships with local businesses and organizations that have an avid interest in improving and supporting student achievement.

The schools mission statement is: Orange Elementary is committed to creating an environment where students live, laugh learn and lead, while promoting academic excellence and Seven Habits of Happy Kids (Franklin Covey). The vision at Orange Elementary is to create an atmosphere in which all students will learn in a positive, nurturing environment. We believe that having and modeling high expectations for students will help students achieve their highest potential. We are committed to providing our students with a standards-based curriculum.

The Corona-Norco Unified School District is located approximately 45 miles southeast of Los Angeles in western Riverside County. We have currently thirty-one elementary schools, seven intermediate/middle schools, five comprehensive high schools, a middle college high school and three alternative schools. We have an enrollment of over 52,000 students and serve the cities of Corona, Norco and Eastvale. We are the largest school district in Riverside County and the tenth largest district in California and have been providing quality education to the students of the Corona and Norco area for over 120 years. Local businesses and industry in the county consists of several colleges and universities, a number of large factories and plants, light agriculture, and a typical range of goods and services.

Orange Elementary School was completed in June 2002 with students attending for the first time in July 2002. The school is located in South Corona, a growing bedroom community. Since the late 1980's, the city of Corona has experienced consistent growth. Several new housing developments were built in what were once citrus groves and the building has continued. The surrounding neighborhood is primarily comprised of single family dwellings with homes priced in the upper range, therefore drawing from a relatively high socio-economic population. Currently there are 730 students enrolled on a traditional schedule.

Orange Elementary School has a large commuter parent population. Many parents are employed in neighboring Orange and Los Angeles counties, yet the school experiences a large parent volunteer contingency. Volunteers work in their child's classroom or on parent advisory groups such as the School Site Council, PTA and the English Language Advisory Committee (ELAC). On an average, 90% of parents attend school events such as Parent Information Night in the fall and Open House in the spring.

Orange Elementary serves students in transitional kindergarten through sixth grade. Special education programs are Resource (RSP) and Special Day (SDC) classes, for students identified with a learning disability. A Severely Handicapped (SH) classrooms serving students with more profound disabilities is housed at Orange also. The SDC and SH classes are self-contained classrooms serving students in the 4th – 6th grade. Students receiving RSP services are enrolled in general education classes, but may receive resource services in either a "pull-out" or "in-class" model. Eligible students also receive speech services from Transitional Kindergarten through sixth grade. Other special education services are Adaptive Physical Education and Occupational Therapy. A School Psychologist is on campus three days a week and alternating Fridays. Also recently added are Deaf/ Heard of Hearing support.

An intensive reading intervention program has been established at Orange elementary school to provide targeted, systematic, Tier 2 reading instruction to struggling readers. The student's reading deficiencies have been documented through the SST process and interventions have been implemented and recorded prior to placement in the Tier 2 intervention. The RSP teacher will provide the intensive reading instruction to the identified student. Placement and progress monitoring of the student will be overseen by the SST team.

The design of the school is unique with state of the art features. Ninety percent of classrooms are accessible by indoor corridors with the library/media center connecting the wings of the school. All classrooms are equipped with a computer, MIMEO board and overhead LCD projectors. Our students have access to three 35 station VDI Computer laboratories with internet access. Students are also provided with opportunities to experience Microsoft Publisher, PowerPoint, Excel and basic Word processing and typing. Students experience a wide array of leveled books in our library, as well as online with the Accelerated Reader Program. Many of the fourth through sixth grade classrooms are larger than primary classrooms to accommodate physically larger children with class sizes of up to 34 students. Behind the stage in the Multi-Use room is an additional room that is used for walk in speech therapy and physical therapy for students with disabilities.

Transitional Kindergarten and Kindergarten students receive 217 daily instructional minutes, first through third grade students receive 297 daily instructional minutes, and fourth through sixth grade student receive 317 daily instructional minutes. Every Wednesday is PCT day which allow for teachers to have planning and collaboration time with early dismissal. There are 6 additional minimum days. Five in October, for the purpose of parent conferences and one minimum day is held on the last day of school.

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

Grade Level	Number of Students
Kindergarten	115
Grade 1	76
Grade 2	107
Grade 3	89
Grade 4	99
Grade 5	128
Grade 6	99
Total Enrollment	713

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.1
Asian	6.7
Filipino	1.5
Hispanic or Latino	45
Native Hawaiian or Pacific Islander	0.4
White	38.7
Two or More Races	3.2
Socioeconomically Disadvantaged	29.2
English Learners	10.5
Students with Disabilities	17.5
Foster Youth	1.1
Homeless	

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
With Full Credential	33	31	30	2210
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	101

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	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 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
Reading/Language Arts	2017 Benchmark Education, Benchmark Advance 2013 Cengage Learning, Reach Level A 2014 Pearson, Opening the World of Learning		0
Mathematics	Math-Pearson 2 Envision Math 2016 K-2, Math-Pearson EnVision Math California Common Core 2015 Grade 3-6, Math Teacher Supplemental Materials Heinemann Grade 3-5, Grade 6 Envision Math 2009 & Connected Mathematics,		0
Science	2008 Macmillan/McGraw-Hill, California Science		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	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 Unitied States: Making New Nation, Grade 6 Social SCience Harcourt Ancient Civilization,		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. Orange Elementary School's original facilities were built in 2002; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:
- Installation of LCD projectors and interactive white boards in all classrooms
- Addition of one computer lab
- New computers for teachers (2017-18)

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 Orange Elementary School. The day custodian is responsible for:
- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Event setup/cleanup
- Cafeteria/MPR cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:
- Classroom cleaning
- Event setup/cleanup
- Cafeteria/MPR 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: 4/4/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	RM 304: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
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 Rating	**Exemplary**	

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)	66	62	61	61	50	50
Mathematics (grades 3-8 and 11)	47	47	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	397	396	99.75	0.25	62.12
Male	208	207	99.52	0.48	57.97
Female	189	189	100.00	0.00	66.67
Black or African American	11	11	100.00	0.00	45.45
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	91.67
Filipino	--	--	--	--	--
Hispanic or Latino	181	181	100.00	0.00	53.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	156	155	99.36	0.64	68.39

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	12	12	100.00	0.00	83.33
Socioeconomically Disadvantaged	116	116	100.00	0.00	49.14
English Learners	55	55	100.00	0.00	41.82
Students with Disabilities	71	71	100.00	0.00	23.94
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	395	394	99.75	0.25	46.95
Male	208	207	99.52	0.48	46.38
Female	187	187	100.00	0.00	47.59
Black or African American	11	11	100.00	0.00	9.09
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	70.83
Filipino	--	--	--	--	--
Hispanic or Latino	179	179	100.00	0.00	41.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	156	155	99.36	0.64	50.97
Two or More Races	12	12	100.00	0.00	66.67
Socioeconomically Disadvantaged	114	114	100.00	0.00	33.33
English Learners	53	53	100.00	0.00	32.08
Students with Disabilities	70	70	100.00	0.00	22.86
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	18.5	25.0	32.3

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, PTA newsletters, Sunday Call (automated telephone messages), follow-up emails, Facebook, and Instagram. Contact Kelly Williams, Principal, at (951) 736-3455 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Classroom Helper
Student Supervision
Student Assemblies
PTA Sponsored Events
100-Mile Club

Committees
English Learner Advisory Council
Parent Teacher Association
School Site Council
100-Mile Club

School Activities
Back to School Night
Family Nights
Open House
Book Fairs
Food Drive
Blood Drive
Red Ribbon Week
100-Mile Club
Choir Club
Watch D.O.G.S (Dads of Great Students)
After School Enrichment Program
After School Day Care (partnership with City of Corona Kids Club)

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
Suspensions	1.2	1.1	0.1	2.9	2.9	3.2	3.6	3.5	3.5
Expulsions	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 Orange Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2018.

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 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	2	3	1	20	1	4		23	1	4	
1	28		3		24		4		25		3	
2	30		3		28		3		27		4	
3	28		3		29		3		30		3	
4	33		2	1	27		4		31		3	
5	29		4		25		4		30		4	
6	20	2	4		21	2	4		23	2	3	
Other**												

*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)	

*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	8377.927079	1898.356828	6479.570252	99,042.58
District	N/A	N/A	$6,293	$97,905.00
Percent Difference - School Site and District	N/A	N/A	2.9	1.2
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-14.7	18.3

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 Schoo District spent an average of $9,901 of total general funds to educate each student (based on 2015-16 audited financia 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 belowreflect 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
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 Orange Elementary School revolve around the California State Standards. Over the past 3 years, Orange Elementary School held staff development training devoted to:
- Common Core State Standards TK-6th Grade
- Leader in Me
- Franklin Covey- 7 Habits of Highly Effective People
- PLC4REAL
- Training and coaching with John Antonetti, PLC4Real
- ELA Training
- Professional Learning Communities (PLC)
- Response to Intervention
- Rigor Training
- Sheltered Instructional Observations Protocol (SIOP)
- Standards Based Curriculum
- Student Achievement Data
- Student Engagement
- Thinking Maps Training
- PBIS
- Running Records
- Iready
- Leader in Me Symposium

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. Orange Elementary School supports ongoing professional growth throughout the year during Professional Collaboration Time (PCT) on early release days. Teachers are also able to go to Professional Development during the school day or during conferences. Training and refreshers are available to teachers throughout the school year, we use the monthly staff meeting to refresh skills, specifically with the 7 Habits of Highly Effective People. Data is reviewed during Data Chats with individual grade levels and administration.

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 past 3 school years, Orange Elementary School's teachers had the opportunity to attend the following events hosted by the Corona-Norco Unified School District:

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

Orange 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 and student 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.