

Parkridge Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

| School Contact Information | |
|-----------------------------------|-----------------------------|
| School Name | Parkridge Elementary School |
| Street | 750 Corona Avenue |
| City, State, Zip | Corona, CA 92879 |
| Phone Number | (951) 736-5000 |
| Principal | Edwin T. Clement |
| E-mail Address | eclement@cnusd.k12.ca.us |
| Web Site | |
| CDS Code | 33670336031850 |

| 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)

Parkridge Elementary will meet with success as a result of our collaborative culture and caring community.

School Mission

The staff, students, and parents at Parkridge Elementary...

- Believe all children will learn to their fullest potential
- Believe that learning is achieved with high expectations
- Believe there are no barriers to achievement
- Believe in a caring community
- Believe that success is achieved through commitment and collaboration

School Motto

Believe in me, believe in you, believe in us...We are Parkridge!

Parkridge Elementary is a Title I school that is currently on a single track, modified schedule. It is located in the central area of our ever-growing city of Corona. We have 35 highly qualified certificated teachers that provide rigorous instruction utilizing state of the art technology to an enrollment of approximately 800 students. Approximately 87% of our student population is Hispanic, 50% of our student population is English Language Learners, and 92% of our student population is socio-economically disadvantaged. Our support staff, including specialists, clerks, community assistants, instructional assistants, secretary, and custodians all play an integral role with the success of our students.

We have found that early intervention programs are “prevention” programs, and they have proven to be very successful. We have implemented a kindergarten readiness program through our Learning Center. The parents and their children work together and independently in an effort to prepare for kindergarten. Parkridge also engages in a prevention philosophy where students in grades 1-3 participate in ELA and MATH intervention driven by teacher instruction paired with iReady computer time 4 days weekly.

The parents and community members are a welcomed part of our safe learning environment; many take advantage of the many workshops and programs our school provides. Our Learning Center staff provides many opportunities for parent involvement. PTA, ELAC, Parent workshops, and Family Nights are several of the many learning experiences available to our parents. In our TIGER UNIVERSITY parents who participate and are involved at school earn credits towards their degree. At the end of the year around 50+ parents earn a parent field trip such as the Museum of Tolerance or the Leadership Rope Courses at UCLA.

Our highly qualified staff is devoted to providing additional learning time for our English language learners. Intersession classes are offered during our off track weeks for students in kindergarten through sixth grade. A small group setting focusing on specific standards is aimed at increasing overall academic success. After school programs help build a connection for our students as well. Our Expanded Learning after school program offers homework support, health and fitness, academic instruction and enrichment. Focusing on a monthly theme, students are exposed to field trips, programs, service projects, and community speakers. As they develop real life connections and experiences, their learning becomes more purposeful. Expanded Learning also provides a connection to the regular classroom by supporting homework and previewing lessons so that students are more engaged in their classrooms during the regular day. ALL teachers participate in grade level PLCs and are highly trained in student engagement, rigor, DOK, AVID, Thinking Maps, SIOP, Kagan, Daily 5, and more.

Teachers also support after school programs by offering activities such as Tiger Academy, GATE activities, Academic Saturday School, football, soccer, tutoring, drama club, and participation in extracurricular district events. Parkridge also has an amazing DRAMA program run by teachers on campus. They perform one full junior musical a year such as Annie, Shrek, Lion King, etc.

Our parent committees, PTA and ELAC, also provide a sense of community within our school. Our Harvest Festival is a much anticipated tradition that is enjoyed by all those who attend. Well attended Parent Information Nights and Open Houses demonstrate the level of parent interest here at Parkridge. Parents and students also look forward to our Redesignation Celebration in May honoring all of our English Language Learners who have met all criteria to be English proficient. With the blending of programs such as intersession-Summer School, Accelerated Reader, iReady Math and Reading in with the teaching of our core curriculum, we are meeting the diverse needs of all our students so that all children can learn and be successful.

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 112 |
| Grade 1 | 128 |
| Grade 2 | 93 |
| Grade 3 | 112 |
| Grade 4 | 106 |
| Grade 5 | 131 |
| Grade 6 | 118 |
| Total Enrollment | 800 |

Student Enrollment by Group (School Year 2017-18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 3.0 |
| American Indian or Alaska Native | 0.5 |
| Asian | 3.4 |
| Filipino | 1.0 |
| Hispanic or Latino | 88.4 |
| Native Hawaiian or Pacific Islander | 0.8 |
| White | 2.8 |
| Socioeconomically Disadvantaged | 92.6 |
| English Learners | 46.5 |
| Students with Disabilities | 14.1 |
| Foster Youth | 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 | | | District |
|--|---------|---------|---------|----------|
| | 2016-17 | 2017-18 | 2018-19 | 2018-19 |
| With Full Credential | 35 | 36 | | 36 |
| 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 2014 Pearson, Opening the World of Learning | Yes | 0% |
| Mathematics | 2014 Pearson, Connected Mathematics 3 2009 Scott Foresman Addison Wesley, enVision Math | Yes | 0% |
| Science | 2008 Macmillan/McGraw-Hill, California Science | Yes | 0% |
| History-Social Science | 2016 Harcourt School Publishers, Reflections: California Series | 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. Parkridge Elementary School's original facilities were built in 1968; 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:

- Upgrades to technology in staff development room Five classrooms upgraded and technology installed

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 Parkridge Elementary School. The day custodian is responsible for:

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

Restrooms are checked 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.

The district's maintenance department inspects Parkridge Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Parkridge Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday, September 15, 2017. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2017-18, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| School Facility Good Repair Status (Most Recent Year) | | |
|--|---------------|---|
| Year and month of the most recent FIT report: 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 | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |

| 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 |
| 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) | 33.0 | 36.0 | 59.0 | 61.0 | 48.0 | 50.0 |
| Mathematics (grades 3-8 and 11) | 17.0 | 18.0 | 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 | 465 | 461 | 99.14 | 35.79 |
| Male | 243 | 241 | 99.18 | 31.95 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| Female | 222 | 220 | 99.10 | 40.00 |
| Black or African American | 20 | 19 | 95.00 | 42.11 |
| Asian | 13 | 11 | 84.62 | 45.45 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 415 | 415 | 100.00 | 35.18 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 438 | 434 | 99.09 | 33.87 |
| English Learners | 322 | 322 | 100.00 | 31.06 |
| Students with Disabilities | 71 | 71 | 100.00 | 4.23 |
| 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 | 464 | 461 | 99.35 | 18 |
| Male | 242 | 240 | 99.17 | 20.42 |
| Female | 222 | 221 | 99.55 | 15.38 |
| Black or African American | 20 | 19 | 95 | 42.11 |
| Asian | 12 | 11 | 91.67 | 36.36 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 415 | 415 | 100 | 16.87 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 437 | 434 | 99.31 | 17.28 |
| English Learners | 322 | 322 | 100 | 15.22 |
| Students with Disabilities | 71 | 71 | 100 | 5.63 |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

| Subject | Percentage of Students Meeting or Exceeding the State Standard | | | | | |
|--------------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| Science (grades 5, 8, and 10) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 19.8 | 17.6 | 3.8 |

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, flyers, the school marquee, school newsletters, the school website, teacher newsletters, and Facebook and Twitter. Contact the school office at (951) 736-3236 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Chaperone
- Classroom Helper
- Library Assistant
- Office Helper

Committees

- English Learner Advisory Council
- Parent Teacher Association
- School Site Council

School Activities
 Family Nights
 Drama Productions
 Family Day
 Harvest Nights
 Tiger University Parent Programs:
 Latino Family Literacy, PIQE, Loving Solutions
 Project Inspire, Parent Field Trips

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 | 0.7 | 0.7 | 0.7 | 2.7 | 2.9 | 2.9 | 3.7 | 3.7 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 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 Parkridge Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in September 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 | 22 | | 6 | | 25 | 1 | 5 | | 22 | 1 | 4 | |
| 1 | 26 | | 4 | | 22 | | 4 | | 25 | | 5 | |
| 2 | 23 | | 4 | | 27 | | 4 | | 23 | | 4 | |
| 3 | 26 | 1 | 4 | | 22 | 1 | 4 | | 27 | | 4 | |
| 4 | 25 | | 4 | | 30 | | 4 | | 25 | | 4 | |
| 5 | 28 | | 4 | | 31 | | 3 | | 31 | | 4 | |
| 6 | 26 | 1 | 4 | | 28 | 1 | 2 | 2 | 26 | 1 | 4 | |
| Other | | | | | | | | | 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.

Academic Counselors and Other Support Staff (School Year 2017-18)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 0 | |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (Librarian) | 1.0 | N/A |
| Library Media Services Staff (Paraprofessional) | | N/A |
| Psychologist | 0.5 | N/A |
| Social Worker | 0.5 | N/A |
| Nurse | * | N/A |
| Speech/Language/Hearing Specialist | 2.0 | N/A |
| Resource Specialist (non-teaching) | | N/A |
| Other | 0.4 | 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 | 1725.159 | 5816.063 | 93583.91 |
| District | N/A | N/A | \$6,293 | \$96,620 |
| Percent Difference: School Site and District | N/A | N/A | -9.7 | -6.2 |
| State | N/A | N/A | \$7,125 | \$80,764 |
| Percent Difference: School Site and State | N/A | N/A | -14.1 | 12.6 |

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 Parkridge Elementary School revolve around the California State Standards. During the 2016-17 school year, Parkridge Elementary School held staff development training devoted to:

- Common Core State Standards - Integrated ELD - Benchmark Training - Guided Reading/Running Record Training and Coaching
- Daily 5
- Data Analysis
- iReady
- Instructional Strategies Kagan Focused Note Taking
- Professional Learning Communities - Teacher Leader Training
- Sheltered Instruction Observation Protocol (SIOP)
- Step Up to Writing
- Student Engagement LEL Engagement Cube - DOK - Blooms - Marzano Strategies
- Technology Training
- Thinking Maps
- Elementary AVID Training - Note Taking - WICOR
- EQUITY Training - Cultural Proficiency - Unconscious Bias

Decisions concerning selection of staff development activities are performed by school administrators and the leadership team using tools such as state assessment results, district benchmark results, data analysis, and teacher surveys to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Parkridge Elementary School supports ongoing professional growth throughout the year during Professional Collaboration Time (PCT) on early release days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2016-17 school year, Parkridge 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

Parkridge Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.