

Rosa Parks Elementary

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	Rosa Parks Elementary
Street	13830 Whispering Hills Dr.
City, State, Zip	Corona, CA 92880
Phone Number	(951) 736-7305
Principal	Cecilia Verduzco
Email Address	cverduzco@cnusd.k12.ca.us
Website	www.cnusd.k12.ca.us
County-District-School (CDS) Code	33670330113654

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

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

School Vision

Our vision is to inspire and prepare a community that positively impacts the world.

Mission Statement

At Rosa Parks, we have high expectations of all members of our community. We challenge, collaborate, and celebrate our successes to create a culture where all students can succeed.

Rosa Parks Elementary School is a TK – 6 school on a multi-track, year-round calendar, located in the city of Eastvale. The school contains 43 classrooms, 3 work rooms, Kindergarten Common area, 2 Computer Labs, 5 offices for specialists, Library, Multipurpose Room and Kitchen. There are 1731 students currently enrolled and the numbers continue to increase. Rosa Parks has a very diverse population with the following ethnicities represented: 39.98% Hispanic, 20.40% White, 9.26% Black, 6.51% Filipino, 19.93% Asian, .29% American Indian or Alaskan Native, and .35% Multi-racial.

Rosa Parks has 266 students identified as English Language Learners. 49 English Learners are in a Structured English Immersion setting, 53 receive Specifically Designed Instruction in English (SDAIE), and 86 are pending a parent meeting to review options. Out of those 266 students, 78 have been re-designated as Fluent English Proficiency (FEP) using the new district reclassification criteria which includes ELPAC scores.

All of the English Learners at Rosa Parks receive 30 minutes of designated English Language Development each day as well as integrated English Language Development for the remainder of the day. This year we will be offering extended day for our kindergarten students who are struggling academically, small group instruction targeted at closing the achievement gap for our long term English Learners, and Kinder Readiness for our incoming kinder English Learners.

The Rosa Parks School Staff consists of the Principal, 1 full time Assistant Principal, 1 part time Assistant Principal, 1 Teacher on Special Assignment, 60 regular education teachers, 1 SDC teacher, 3 full time Resource Teachers, 3 full time instructional assistants for Resource, one Secretary, 2 full time Office Clerks, three 3 1/2 hour Office Clerks, 1 Head Custodian, 3 night Custodians, 2 full time Speech & Language Pathologists, 1 full time Psychologist, and 1 part time support Psychologist. We also have one part time Library Clerk, two Bilingual Para-Professionals, one part-time LVN (Licence Vocational Nurse), one part time counselor, one part time STEPS Para-Professional, and two part time health clerks.

Corona-Norco School District has early out days each Wednesday to allow for Professional Collaboration Time (PCT). Rosa Parks allows for an additional 60 minutes of teacher collaboration time every other week while students participate in 100 Mile Club. On the days students track off they have a minimum day, usually 4 per track. There are also 5 minimum days designated for parent conferences at the end of the 1st trimester for all tracks. The instructional minutes for a regular day are as follows: Kindergarten – 219 minutes, Grades 1, 2, & 3 – 315 minutes, and Grades 4, 5 & 6 – 330 minutes. The instructional minutes for a minimum day are as follows: Kindergarten – 220 minutes, Grades 1, 2, 3- 190 minutes, 4, 5, & 6 – 190 minutes.

Parents at Rosa Parks are involved in a number of ways. Parents volunteer on a regular basis in our classrooms and many are involved in the PTA. There are five parent representatives on our School Site Council, with those parents participating in the development of the School Plan. Parents of English Learners are invited to participate in our English Language Advisory Council where we meet to inform as well as discuss the instructional program provided for the students that are English Learners. Parents of English Learners are also provided daily access to the computer lab to work on Pronunciator for English. In addition, Rosa Parks has instituted a dad's volunteer program called, Dads All In. The goal of the program is to provide fathers an opportunity to volunteer in school and serve as a positive male role model for students.

Rosa Parks' PTA has provided the school with many opportunities for students and parents to participate in events. PTA sponsored events include Grandparent's Day, Science Night, Mother-Son Dance, Father- Daughter Dance, Fall Festival, Imagination Machine, Christmas Boutique, Father- Son night, book fair, and the Mother- Daughter night. In addition, all students have the opportunity to participate in programs such as, Art Smarts, Chess Masters, Chinese classes, music, and Odyssey of the Mind. Finally, our GATE students are involved in courses that help teach students financial planning, art, STEM, and photo editing.

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

Grade Level	Number of Students
Kindergarten	278
Grade 1	229
Grade 2	224
Grade 3	236
Grade 4	230
Grade 5	265
Grade 6	268
Total Enrollment	1,730

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	9
American Indian or Alaska Native	0.3
Asian	20.2
Filipino	7.2
Hispanic or Latino	40.2
Native Hawaiian or Pacific Islander	0.5
White	19.6
Two or More Races	2.8
Socioeconomically Disadvantaged	27.3
English Learners	10.9
Students with Disabilities	9.1
Foster Youth	0.8
Homeless	0.5

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	63	63	63	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	Yes	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,	Yes	0%
Science	2008 Macmillan/McGraw-Hill, California Science	Yes	0%
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 United States: Making New Nation, Grade 6 Social Science Harcourt Ancient Civilization,	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The district's maintenance department inspects Rosa Parks Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Rosa Parks Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Thursday, November 30, 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

Year and month of the most recent FIT report: 4/2/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	RM D 5: 4. WATER STAIN CEILING TILES RM P C 20: 4. WATER STAIN CEILING TILES 15. WINDOW SCREEN IS TORN
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	K PLAYGROUND: 7. SPEAKER IS NOT WORKING (PER LOCKDOWN PROCEDURES) RM D 9: 7. INADEQUATE LIGHTING 3 LIGHT BULBS ARE OUT
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	ADMIN AREA: 11. PAINT IS CHIPPING ON DOUBLE DOORS AT ENTRY GIRLS RR: 11. PAINT IS CHIPPING ON MAIN ENTRY DOOR HANDLE RM P C 22: 11. PAINT IS CHIPPING ON DOOR FRAME RM P C 23: 11. NO SKID PAINT IS PEELING ON RAMP/ PAINT IS CHIPPING ON DOOR RM P C 24: 11. NO SKID PAINT IS PEELING ON RAMP RM P C 25: 11. PAINT IS CHIPPING ON DOOR AND RAILING
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	PLAYGROUND: 14. HOLES IN RUBBER MATTING/ INJURY HAZARD/ TRIP HAZARD (SEE PIC) RM P C 20: 4. WATER STAIN CEILING TILES 15. WINDOW SCREEN IS TORN
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 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	60	61	61	50	50
Mathematics (grades 3-8 and 11)	50	49	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	997	989	99.20	0.80	60.12
Male	522	517	99.04	0.96	53.10
Female	475	472	99.37	0.63	67.80
Black or African American	91	91	100.00	0.00	47.25
American Indian or Alaska Native	--	--	--	--	--
Asian	197	194	98.48	1.52	73.71
Filipino	65	64	98.46	1.54	82.81
Hispanic or Latino	408	405	99.26	0.74	52.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	192	192	100.00	0.00	61.26

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	33	32	96.97	3.03	65.63
Socioeconomically Disadvantaged	294	292	99.32	0.68	46.58
English Learners	159	156	98.11	1.89	51.28
Students with Disabilities	108	105	97.22	2.78	12.38
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	997	987	99.00	1.00	49.34
Male	522	515	98.66	1.34	48.74
Female	475	472	99.37	0.63	50.00
Black or African American	91	90	98.90	1.10	31.11
American Indian or Alaska Native	--	--	--	--	--
Asian	197	194	98.48	1.52	72.16
Filipino	65	63	96.92	3.08	73.02
Hispanic or Latino	408	406	99.51	0.49	34.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	192	191	99.48	0.52	57.59
Two or More Races	33	32	96.97	3.03	59.38
Socioeconomically Disadvantaged	294	291	98.98	1.02	32.30
English Learners	159	157	98.74	1.26	43.95
Students with Disabilities	108	106	98.15	1.85	13.21
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	23.7	27.1	19.5

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 email, school newsletters, the school website, Coffee with the Principal, and Parent Connect-Blackboard. Contact the school office at (951) 736-7305 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone
 Classroom Helper
 Parent Program
 Reading with Students
 Watch D.O.G.S (Dads of Great Students)

Committees

English Learner Advisory Council
 Parent Teacher Association
 School Site Council
 Anti-bullying Committee

School Activities

Back to School Night
 Fall Festival
 Family Nights
 Open House
 Science Night
 Art Walk
 Parent Information Nights
 Parent Walk-Through
 Mother/Daughter Events
 Father/Son Events
 Grandparents Day
 GATE Night
 VIP Club
 Coding
 Odyssey of the Mind

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	0.4	1.5	1.4	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 Rosa Parks 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	25	1	9		26		10		28		10	
1	31		7		27		8		29		8	
2	29		8		30		8		28		8	
3	30		8		29		8		30		8	
4	31		6	2	32		4	4	29		8	
5	31		8		31		5	3	33		4	4
6	29	1	6	2	29	1	8		30	1	4	4
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)	1.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5692.663818	522.8887176	5169.7751	94,265.05
District	N/A	N/A	\$6,293	\$97,905.00
Percent Difference - School Site and District	N/A	N/A	-19.6	-3.8
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-36.9	13.4

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

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

Types of Services Funded (Fiscal Year 2018-19)

For the 2015-16 school year, Corona-Norco Unified School District spent an average of \$9,901 of total general funds to educate each student (based on 2015-16 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ 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 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 Rosa Parks Elementary School revolve around the California State Standards. These professional development activities were selected to build the capacity of our teachers in our school's area of focus. Decisions concerning selection of staff development activities are performed by all staff and the leadership team, 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.

During the 2016-17, 17-18, and 18-19 school year, Rosa Parks Elementary School held staff development training devoted to:

- Best Teaching Practices
- Close Reading
- Common Core State Standards
- Deconstructing Standards and selection of essential standards
- English Language Development
- Gradual Release and Responsibility
- Reciprocal Teaching
- Step Up to Writing 4th Edition
- Student Engagement
- Thinking Maps
- PLC's
- Unpacking Claims & Targets
- Reader by Nine
- Number Talks
- Essential Standards by Grade Level
- Math Practice Standards
- Goal Setting
- iReady
- Benchmark Curriculum Training
- Socially/Emotionally responsive classrooms

Rosa Parks Elementary School 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.

During the 2016-17, 17-18, 18-19 school year, Rosa Parks Elementary School's teachers had the opportunity to attend the following events hosted by the Corona-Norco Unified School District:

- Active Shooter
- Benchmark Planning
- Autism CPI Training
- Canvas Training
- California Alternative Assessment Training
- Evidence Based Practices
- Positive Behavior Intervention and Support (PBIS)
- ELA/Daily Five Planning
- Classroom Management Skills
- Digital Citizenship
- iReady Training
- Grade Level Essential Standards Planning
- Introduction to Restorative Practices
- Math Training
- Number Talks
- SchoolMessenger
- Shelter Instruction Observation Protocol (SIOP)
- Step Up to Writing

Rosa Parks Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided with 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.