

Rosa Parks Elementary

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

| 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 |

District Contact Information (School Year 2020-2021)

| Entity | Contact Information |
|----------------|--------------------------------------|
| District Name | Corona-Norco Unified School District |
| Phone Number | (951) 736-5000 |
| Superintendent | Samuel Buenrostro Ed.D., |
| Email Address | Sbuenrostro@cnusd.k12.ca.us |
| Website | www.cnusd.k12.ca.us |

School Description and Mission Statement (School Year 2020-2021)

Rosa Parks Elementary School is a TK – 6 school on a multi-track, year-round calendar, located in the city of Eastvale. The school currently serves 1,073 students and has 65 certificated and classified staff members. Rosa Parks has a very diverse population with various ethnicities represented.

Rosa Parks has high expectations for all stakeholders. Teachers engage in weekly grade level meetings where they monitor student data and collaborate regarding first best instruction, student needs, and supports.

When you look at Rosa Parks as a whole you see a school that is large and constantly changing due to a year round calendar and multiple tracks, however when you take a closer look it still feels like a neighborhood school where students are cared about. Students move up in grade level through the same track facilitating the creation of smaller learning communities where students, parents, and teachers get to know each other better.

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.

Student Enrollment by Grade Level (School Year 2019-2020)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 243 |
| Grade 1 | 226 |
| Grade 2 | 235 |
| Grade 3 | 217 |
| Grade 4 | 235 |
| Grade 5 | 224 |
| Grade 6 | 269 |
| Total Enrollment | 1,649 |

Student Enrollment by Student Group (School Year 2019-2020)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 9 |
| American Indian or Alaska Native | 0.5 |
| Asian | 21.8 |
| Filipino | 6.6 |
| Hispanic or Latino | 38.7 |
| Native Hawaiian or Pacific Islander | 0.2 |
| White | 20 |
| Two or More Races | 2.7 |
| Socioeconomically Disadvantaged | 27.2 |
| English Learners | 10.4 |
| Students with Disabilities | 9.2 |
| Foster Youth | 0.4 |
| Homeless | 0.1 |

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 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|---|-------------------|-------------------|-------------------|---------------------|
| With Full Credential | 63 | 63 | 50 | 2144 |
| Without Full Credential | 0 | 0 | 0 | 1 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 82 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| 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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 1, 2020

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 1, 2020, 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 2020-21 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 | TK Reach Level A, National Geographic © 2010, (Adoption 2012)Benchmark Education K-6, Benchmark Advance ELD, (Adoption 2017) Cengage Learning, Reach Level A (Adoption 2013) Pearson, Opening the World of Learning (Adoption 2014) | Yes | 0% |
| Mathematics | Math-Pearson 2 Envision Math K-2 (Adoption 2016) Math-Pearson EnVision Math California Common Core Grade 3-6 (Adoption 2015) Math Teacher Supplemental Materials Heinemann Grade 3-5, Envision Math© 2009 & Connected Mathematics Grade 6 (Adoption 2014) | Yes | 0% |
| Science | Macmillan/McGraw-Hill, California Science K-6 (Adoption 2008) | Yes | 0% |
| History-Social Science | Social Studies California Reflection-Harcourt, K-6 Social Studies Our World Now and Long ago, Kinder Social Studies Harcourt A Childs View, Grade 1 Social Studies Harcourt People we Know, Grade 2 Social Studies Harcourt Our Communities, Grade 3 Social Studies Harcourt California: A Changing State, Grade 4 Social Studies Harcourt, The United States: Making New Nation, Grade 5 Social Science Harcourt Ancient Civilization, Grade 6 (Adoption 2006) | Yes | 0% |

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

School Facility Conditions and Planned Improvements

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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 5/12/2020

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | RM C 1: 4. WATER STAIN CEILING TILES RM C 10: 4. WATER STAIN CEILING TILES RM C 6: 4. WATER STAIN CEILING TILES 15. HOLE IN DOOR RM C 9: 4. WATER STAIN CEILING TILES RM K O/ COMMON: 4. COUTNER TOP IS LIFTER/ WATER DAMAGE STAFF LOUNGE: 4. WATER STAIN CEILING TILES/ WATER STAIN CEILING TILES IN STORAGE |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | RM P C 22: 11. PAINT IS CHIPPING ON DOOR FRAME RM P C 25: 11. PAINT IS CHIPPING ON DOOR AND RAILING |
| Structural: Structural Damage, Roofs | Good | RM P C 23: 12. DRY ROT ON EAVE PANEL |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | PLAYGROUND: 14. HOLES IN RUBBER MATTING/ INJURY HAZARD/ TRIP HAZARD (SEE PIC) RM C 6: 4. WATER STAIN CEILING TILES 15. HOLE IN DOOR RM P C 20: 15. WINDOW SCREEN IS MISSING |
| 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 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 60 | N/A | 61 | N/A | 50 | N/A |
| Mathematics (grades 3-8 and 11) | 49 | N/A | 47 | N/A | 39 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 33 | N/A | 37 | N/A | 30 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

| 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 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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. In addition, Rosa Parks has instituted a dad's volunteer program. 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. We meet with Dads once every other month.

Additional opportunities for involvement include the following:

- Chaperone
- Classroom Helper
- Parent Program
- Reading with 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

Rosa Parks' PTA has provided the school with many opportunities for students and parents to participate in various 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.

Parents stay informed on upcoming events and school activities through email, school newsletters, the school website, Coffee with the Principal, and Parent Connect-Blackboard.

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

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 1.5 | 1.4 | 2.9 | 3.2 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.2 | 0.2 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.7 | 2.4 | 2.5 |
| Expulsions | 0 | 0.1 | 0.1 |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 October 2020.

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 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 | 2019-20 | 2019-20 | 2019-20 | 2019-20 |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | 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 | 26 | | 10 | | 28 | | 10 | | 24 | 2 | 8 | |
| 1 | 27 | | 8 | | 29 | | 8 | | 28 | | 8 | |
| 2 | 30 | | 8 | | 28 | | 8 | | 29 | | 8 | |
| 3 | 29 | | 8 | | 30 | | 8 | | 31 | | 7 | 1 |
| 4 | 32 | | 4 | 4 | 29 | | 8 | | 29 | | 8 | |
| 5 | 31 | | 5 | 3 | 33 | | 4 | 4 | 28 | | 8 | |
| 6 | 29 | 1 | 8 | | 30 | 1 | 4 | 4 | 33 | | | |
| Other** | | | | | | | | | 9 | 1 | | |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| 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 2019-2020)

| 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 | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 1 |

*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 2018-2019)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 5800.01 | 496.3 | 5303.71 | 97891.66 |
| District | N/A | N/A | 6537.31 | \$101,255 |
| Percent Difference - School Site and District | N/A | N/A | -19.6 | -7.2 |
| State | N/A | N/A | \$7,750 | \$83,052 |
| Percent Difference - School Site and State | N/A | N/A | -39.9 | 12.6 |

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

Types of Services Funded (Fiscal Year 2019-2020)

For the 2019-20 school year, Corona-Norco Unified School District spent an average of \$6537.31 of total general funds to educate each student (based on 2019-20 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 2019-20 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 2018-2019)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$63,707 | \$50,029 |
| Mid-Range Teacher Salary | \$96,782 | \$77,680 |
| Highest Teacher Salary | \$119,103 | \$102,143 |
| Average Principal Salary (Elementary) | \$127,784 | \$128,526 |
| Average Principal Salary (Middle) | \$132,406 | \$133,574 |
| Average Principal Salary (High) | \$139,106 | \$147,006 |
| Superintendent Salary | \$399,181 | \$284,736 |
| Percent of Budget for Teacher Salaries | 41.0 | 33.0 |
| Percent of Budget for Administrative Salaries | 5.0 | 5.0 |

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 | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 515 | 321 | 321 |

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 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 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.

During the 2019 - 2020 and the 2020-2021 school year, there has been a shift in the way Professional Learning has been offered and the focus. This change was in response to the needs of the stakeholders across the district.

1. Total number of districtwide sessions – CNUUSD switched from days to sessions. CNUUSD had 321 professional learning titles with 839 sessions lasting from 1 hour to 6 hours depending on the training and the setting. This year in April, in response to the pandemic, the trainings all moved to online model. CNUUSD logged 19,312 staff members attending sessions throughout the 19-20 school year. This includes both certificated and classified
2. Districtwide staff development topics – The focus for professional learning were: first best instruction, family & school partnerships, positive school environment, and systems leadership & collaboration.

Additional topics include –

- Technology tools: Zoom, Google (Chrome, Classroom, Docs, Forms, Slides, Hyperslides), Q student data system, Microsoft, Canvas, SchoolMessenger
 - Assessment tools and programs: Illuminate, i-Ready
 - Content area instruction in all areas ELA, Math (new adoption for HS math), Science, History, Health
 - Social emotion learning – building relationships, MTSS, PBIS, restorative practices, morning meetings, SEL capacities
 - English learners – EL contact training, iLit (ELD training), Ellevation program, EL in Action, Bilingual paraprofessionals
 - Special Education – Boy’s Town, CPI training, virtual IEPs, ELA accommodations in the classroom, ABA fundamentals
 - Collaboration sessions – DLI, ELs, grade levels, content areas, SPED, Professional learning communities
 - Classified – Registration, technology tips, custodial equipment, personal wellness, customer service, student attendance, accounts payable
3. Supplementary instruction provided - coaching, instructional support, modeled lessons, collaborative sessions, modeled units of study, instructional support website with resources and aids