

Temescal Valley Elementary School

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 | Temescal Valley Elementary School |
| Street | 22950 Claystone Avenue |
| City, State, Zip | Corona, CA. 92883 |
| Phone Number | (951) 736-7110 |
| Principal | Beth Feaster |
| Email Address | bfeaster@cnusd.k12.ca.us |
| Website | www.cnusd.k12.ca.us/tves |
| County-District-School (CDS) Code | 3367033-0100980 |

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 |

Temescal Valley Elementary School's Mission Statement:

Temescal Valley Elementary School creates a community of engaged, motivated, confident learners who are ready for the future.

Temescal Valley Elementary School's Vision Statement:

At TVES, we focus on results, work within a collaborative culture, and are driven to increase student learning and achievement.

Temescal Valley School Motto:

Listen. Learn. Laugh.

Temescal Valley Elementary School's Quote to Live By:

"Children don't care how much you know, until they know how much you care." Doug Huckaby

Temescal Valley Elementary School's Theory of Action Statement:

At TVES we know that if we create a safe, positive, socially responsive school culture then we will be an Exceptional, Powerful, Influential, Community of students and staff implementing evidence-based and community building practices, where students flourish academically, socially, emotionally, and behaviorally.

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 150 |
| Grade 1 | 141 |
| Grade 2 | 160 |
| Grade 3 | 136 |
| Grade 4 | 123 |
| Grade 5 | 135 |
| Grade 6 | 136 |
| Total Enrollment | 981 |

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

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 6.5 |
| American Indian or Alaska Native | 0.1 |
| Asian | 10.5 |
| Filipino | 3.7 |
| Hispanic or Latino | 39 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 33.6 |
| Two or More Races | 5.4 |
| Socioeconomically Disadvantaged | 33.4 |
| English Learners | 11 |
| Students with Disabilities | 14.3 |
| Foster Youth | 0.4 |
| Homeless | |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

| Teachers | School 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|---|-------------------|-------------------|-------------------|---------------------|
| With Full Credential | 41 | 38 | 42 | 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) | | 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) | | 0 |
| Science | Macmillan/McGraw-Hill, California Science K-6 (Adoption 2008) | | 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) | | 0 |

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

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Temescal Valley Elementary School's original facilities were built in 2003; 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.

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 Temescal Valley Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- General grounds maintenance
- Restroom cleaning
- School safety

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for cleaning:

- Classroom
- Cafeteria
- Office area
- Restroom

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

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: 5/19/2020

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Fair | A 122: 4. WATER STAIN CEILING TILES D 207: 4. WATER STAIN CEILING TILES D 208: 4. WATER STAIN CEILING TILES 15. WEATHER STRIPPING IS TORN ON DOOR D 210: 4. WATER STAIN CEILING TILES K2: 4. WATER STAIN CEILING TILES K3: 4. WATER STAIN CEILING TILES KITCHEN: 4. FLOOR TILES HAVE HOLES NEAR DELIVERY ENTRY MPR: 4. WATER STAIN CEILING TILES |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | C 110: 9. DRINKING FOUNTAIN HAS LOW FLOW |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | D 208: 4. WATER STAIN CEILING TILES 15. WEATHER STRIPPING IS TORN ON DOOR |
| 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) | 81 | N/A | 61 | N/A | 50 | N/A |
| Mathematics (grades 3-8 and 11) | 76 | 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 |
| 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 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| 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 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) | 47 | 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 are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through automated telephone messages, the school marquee, weekly videos, TVES Facebook, the school website, and weekly Sunday evening messages. Contact Beth Feaster, Principal, at (951) 736-7110 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer:

- Classroom Helper
- Library Assistant
- Office Helper
- PTA Helpers

Committees:

- English Learner Advisory Council
- Parent Teacher Association
- School Site Council
- Room Parent's Organization
- Technology Committee

School Activities:

- Back to School Night
- Family Nights
- Open House
- Family Day
- Coffee with the Principal
- Fall Carnival
- PTA Events

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 | 1.0 | 0.5 | 2.9 | 3.2 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.1 | 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 Temescal Valley 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. In addition, due to the Corona virus pandemic, the CNUUSD has implemented another layer of safety protocols at each school site to prepared for the return of students to in-school learning. These safety plans, protocols, and procedures were developed and shared with teachers, parents, and students (as applicable). The school's most recent school safety plan was reviewed, updated, and discussed with school staff in September 2020.

Our Safety Committee formally meets quarterly, throughout the school year and addresses various components of school safety and the School Safety Plan. Various emergency safety drills such as fire drills, lock-down drills, earthquake drills and active shooter drills are preformed on a regular basis throughout the school year. These are both scheduled and unscheduled. Doing this allows both students and teachers to become familiar with the procedure for each type of drill. After each drill, the safety committee, office staff, teachers, and administration meet to discuss effectiveness of the drill. These results are then shared with all stakeholders. In addition, during the COVID Pandemic, our safety plan is continually updated with the most current covid protocols as directed byCNUUSD.

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 | 51 | | | 3 | 48 | | | 3 | 25 | | 5 | |
| 1 | 26 | | 5 | | 28 | | 5 | | 27 | | 4 | |
| 2 | 28 | | 4 | | 25 | | 5 | | 37 | | 4 | 1 |
| 3 | 25 | 1 | 5 | | 26 | 1 | 4 | | 27 | | 5 | |
| 4 | 33 | | 2 | 2 | 25 | | 5 | | 31 | | 3 | |
| 5 | 28 | | 5 | | 27 | | 5 | | 34 | | | 3 |
| 6 | 29 | | 4 | | 32 | | 4 | | 34 | | | 4 |
| Other** | 5 | 1 | | | | | | | 24 | 1 | 3 | |

*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 | |

*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 | 7609.45 | 1348.11 | 6261.34 | 103266.51 |
| District | N/A | N/A | 6537.31 | \$101,255 |
| Percent Difference - School Site and District | N/A | N/A | -3.4 | -1.1 |
| State | N/A | N/A | \$7,750 | \$83,052 |
| Percent Difference - School Site and State | N/A | N/A | -24.1 | 18.7 |

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 Temescal Valley Elementary School revolve around the California State Standards.

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Temescal Valley Elementary School supports ongoing professional growth throughout the year during staff meetings and Professional Collaboration Time (PCT).

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 2018 - 19 school year, Temescal Valley 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
- 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

Temescal Valley 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 development. 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