

Temescal Valley Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Temescal Valley Elementary School
Street	22950 Claystone Avenue
City, State, Zip	Corona, CA. 92883
Phone Number	(951) 736-7110
Principal	Beth Feaster
E-mail Address	bfeaster@cnusd.k12.ca.us
Web Site	www.cnusd.k12.ca.us/tves
CDS Code	3367033-0100980

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

School Description and Mission Statement (School Year 2018-19)

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

The Corona-Norco Unified School District is located approximately 45 miles southeast of Los Angeles in western Riverside County. We have currently thirty-one elementary schools, seven intermediate/middle schools, five comprehensive high schools, a middle college high school and three alternative schools. We have an enrollment of over 53,000 students and serve the cities of Corona, Norco and Eastvale. We are the largest school district in Riverside County, the tenth largest district in California, and have been providing quality education to the students of the Corona and Norco area for over 120 years. Local businesses and industry in the county consists of several colleges and universities, a number of large factories and plants, light agriculture, and a typical range of goods and services.

Temescal Valley Elementary School (TVES) is one of 31 elementary schools and includes a diverse ethnic, cultural, and socioeconomic background. We are located in the southern-most part of the Corona-Norco School District. Temescal Valley Elementary School opened in 2003. The school is a neighborhood Pre-K-6 elementary school in south Corona. TVES has a multi-use room, a Media Center containing the library, a Computer Lab, 31 general education classrooms, and 10 Special Education classrooms. We are a Pre-K - 6th grade school, with an average enrollment of 1,000 students. In order to meet the educational needs of all students, Temescal Valley employs a full-time principal and assistant principal, thirty-four certificated general education teachers, four preschool Rocket Special Education teachers, one Special Day Class (SDC) teacher serving grades 1-3, two full-time resource specialists (RSP), four speech and language pathologists, a library clerk and multiple special education instructional assistants. Other support personnel include the following part-time positions: school psychologist, school counselor, health clerk, adaptive P.E. specialist, STEPS coordinator, occupational therapist and various other DIS providers, a bilingual aide, and an instrumental music teacher. Classified positions include: one secretary, one full-time clerk and three half-time clerk typists, three custodians, two cafeteria workers, and eight noon duty supervisors.

We are the home of the Titans. Titans stand for excellence as exhibited through our five star qualities of respect, responsibility, pride, cooperation, and integrity. We are exceptional, influential, and powerful. Students and staff team members proudly wear their spirit shirts containing these five star qualities on Fridays. Our five star quality theme permeates many aspects of the school. Each classroom has the five star qualities posted and serves as the basis of our classroom management system. Our first five days of school focus on setting the new year firmly around these five star qualities of respect, responsibility, pride, cooperation, and integrity as well as "The Titan Way". Our newly revised and updated school-wide behavior system (PBIS) revolves around these qualities as does our school song. Our Library and Multi-Use Room both prominently display these star qualities.

Students receive California standards- based instruction with district adopted curriculum. In kindergarten, there are 212 instructional minutes, first through third grade has 297 instructional minutes and fourth through sixth have 317 minutes of instruction. In order to make each instructional minute as meaningful as possible, the teachers are provided a weekly early release day to work as a Professional Learning Community. They plan first-best instruction with their grade level, create common assessments, analyze test results and use these results to drive remediation and enrichment strategies. Teachers also receive in-servicing, align curriculum, and work to meet the needs of all students they serve.

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

Grade Level	Number of Students
Kindergarten	152
Grade 1	130
Grade 2	115
Grade 3	140
Grade 4	132
Grade 5	141
Grade 6	116
Total Enrollment	926

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	6.4
American Indian or Alaska Native	0.2
Asian	9.2
Filipino	3.0
Hispanic or Latino	38.8
Native Hawaiian or Pacific Islander	0.3
White	37.4
Socioeconomically Disadvantaged	30.5
English Learners	7.5
Students with Disabilities	12.7
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	39	41	42	41
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 4, 2018

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 4, 2018, the Corona-Norco Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 46 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, Corona-Norco Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Benchmark Education, Benchmark Advance 2013 Cengage Learning, Reach Level A 2014 Pearson, Opening the World of Learning		
Mathematics	2014 Pearson, Connected Mathematics 3 2009 Scott Foresman Addison Wesley, enVision Math		
Science	2008 Macmillan/McGraw-Hill, California Science		
History-Social Science	2006 Harcourt School Publishers, Reflections: California Series		

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. 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 (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/4/2018		
System Inspected	Repair Status	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 C 204: 4. WATER STAIN CEILING TILES C 210: 4. WATER STAIN CEILING TILES D 203: 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 209: 4. WATER STAIN CEILING TILES K1: 4. NO BLINDS (PER LOCKDOWN PROCEDURES) K2: 4. WATER STAIN CEILING TILES K3: 4. WATER STAIN CEILING TILES MPR: 4. WATER STAIN CEILING TILES

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/4/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	D 102: 15. WEATHER STRIPPING IS TORN ON DOOR D 208: 4. WATER STAIN CEILING TILES 15. WEATHER STRIPPING IS TORN ON DOOR

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 4/4/2018	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	77.0	82.0	59.0	61.0	48.0	50.0
Mathematics (grades 3-8 and 11)	69.0	74.0	45.0	46.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	525	521	99.24	81.77
Male	272	270	99.26	77.78
Female	253	251	99.21	86.06
Black or African American	31	31	100.00	77.42
American Indian or Alaska Native	--	--	--	--
Asian	40	40	100.00	95.00
Filipino	18	18	100.00	94.44
Hispanic or Latino	206	204	99.03	75.49
Native Hawaiian or Pacific Islander	--	--	--	--
White	203	201	99.01	85.07
Two or More Races	18	18	100.00	83.33
Socioeconomically Disadvantaged	175	175	100.00	76.00
English Learners	80	77	96.25	84.42
Students with Disabilities	55	55	100.00	41.82
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	523	523	100	73.61
Male	271	271	100	74.17
Female	252	252	100	73.02
Black or African American	31	31	100	64.52
American Indian or Alaska Native	--	--	--	--
Asian	40	40	100	92.5
Filipino	18	18	100	88.89
Hispanic or Latino	206	206	100	65.05
Native Hawaiian or Pacific Islander	--	--	--	--
White	201	201	100	79.1
Two or More Races	18	18	100	66.67
Socioeconomically Disadvantaged	175	175	100	66.86
English Learners	80	80	100	66.25

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	55	55	100	30.91
Foster Youth	--	--	--	--

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

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

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

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

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

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.8	28.5	25.5

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through automated telephone messages, the school marquee, school newsletters, 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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.0	2.3	1.0	2.7	2.9	2.9	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.2	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Comprehensive School Site Safety Plan was developed for 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. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in September 2018.

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 performed 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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	46		1	2	48		1	2	51			3
1	24	1	4		30		4		26		5	
2	28	1	4		28		4		28		4	
3	27		5		25	1	5		25	1	5	
4	23	2	4		28		5		33		2	2
5	32		4		33		1	3	28		5	
6	27	1	4		28	1	4		29		4	
Other									5	1		

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

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.8	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	4.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	0	1632.911	5708.541	100629.28
District	N/A	N/A	\$6,293	\$96,620
Percent Difference: School Site and District	N/A	N/A	-17.2	2.1
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-21.5	20.9

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

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

Types of Services Funded (Fiscal Year 2017-18)

For the 2017-18 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 2017-18 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Career Pathways Trust
- California Clean Energy Jobs Act
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other ARRA Programs
- Other Federal Funds
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Tobacco-Use Prevention Education
- Vocational Programs

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	61750	47903
Mid-Range Teacher Salary	93809	74481
Highest Teacher Salary	115444	98269
Average Principal Salary (Elementary)	129415	123495
Average Principal Salary (Middle)	134095	129482
Average Principal Salary (High)	140885	142414
Superintendent Salary	360747	271429
Percent of Budget for Teacher Salaries	41.0	35.0
Percent of Budget for Administrative Salaries	4.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

All training and curriculum development activities at Temescal Valley Elementary School revolve around the California State Standards. During the 2017-18 school year, Temescal Valley Elementary School held staff development training devoted to:

- Instructional Strategies
- Online Testing
- Professional Learning Communities (PLC)
- Student Interventions
- CCSS English Language Arts Standards & Training

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 2016-17 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.