

VanderMolen Fundamental 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	VanderMolen Fundamental Elementary School
Street	6744 Carnelian Street
City, State, Zip	Mira Loma, CA 91752
Phone Number	(951) 739-7120
Principal	Jeremy Barnes
E-mail Address	jbarnes@cnusd.k12.ca.us
Web Site	www.cnusd.k12.ca.us/vandermolen
CDS Code	33670330119321

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)

Our school mascot is the Heroes, in honor of our school founder Mr. Louis VanderMolen.

VanderMolen Fundamental Elementary community (parents, students, and staff and business partners) will embark on a collaborative journey to transform our learners into everyday scholars, leaders, and heroes.

During the 2016-2017 school year, a committee of teachers met throughout the year with Corona-Norco Unified School District officials to reevaluate VanderMolen's values and goals. This group of teachers were called to adopt the P.B.I.S. strategies into the VanderMolen culture. This process led them to interviewing school community members, including our certificated staff, classified staff, noon supervisors, parents, and students. This process involved having all stake holders identify the "perfect aspects" of an elementary school. These conversations led us to identify key aspects that what would strengthen the foundation of our school. During the 2017-2018 school year, the VanderMolen staff and community are implementing a system that will positively impact the school culture. The key values at VanderMolen include a focus on academics and social/emotional development. These values are respect, responsibility, compassion, and integrity. At VanderMolen, we S.O.A.R in the classroom, hallways, multi-purpose room, playground, lunch tables, bathrooms, and stairs (reSpec, respOnsibility, compAssion, and integRity).

Professional Learning Communities are an integral aspect of our school culture and mission. We have developed four guiding questions which are accounted for in every fiscal and policy decision. These include:

- What do we want our students to learn?
- How will we know that they have learned it?
- How will we engage students in relevant learning?
- How will we respond if they don't learn?

Our mission statement states the following: At VanderMolen, staff, students, and parents are committed to all students learning. We will achieve a higher level of learning through respect, responsibility, compassion, and integrity.

VanderMolen Elementary School became the 31st elementary school in the CNUSD on July 6, 2009. At the beginning of the 2018-2019 school year, 985 students were enrolled, including 11.70% in special education, 17.50% qualifying for English Language Learner support, and 56.90% qualifying for free or reduced price lunch. We are a multi-track, year-round school that services students in Transitional Kindergarten through Sixth grade. Our school boundaries straddle the two communities of Eastvale and Jurupa Valley in the northeast portion of the CNUSD. These communities are a blending of suburban Corona with the rural agricultural of Norco. Economically, the two communities are very diverse; one portion with new, larger homes built on small acreage, while the other section has more mature, smaller homes on large agricultural parcels. Interstate 15 runs through the middle of VanderMolen's attendance area and great care has been taken to ensure that both communities have equal access to the programs at VanderMolen. Our students reflect the rich ethnic diversity of our school district.

Our school has 33 regular education teachers, 7 special education teachers, including a lower/upper grade Severely Handicapped Classroom and three separate Special Day Classes, 2 Speech and Language Specialists, 12 instructional assistants, 1 amazing school secretary, 2 eight-hour clerks, 2 part time clerks, 1 health clerk, 1 library clerk, a school counselor (3 days), 3 custodians, and an awesome full-time Assistant Principal. We have a beautiful library with a VDI computer lab within it and another VDI lab next door. Campus-Catering utilizes the multipurpose room and serves balanced and nutritious breakfasts and lunches to students and staff.

VanderMolen adheres to all District policies regarding instructional minutes, minimum days, and professional development opportunities.

VanderMolen became one of the pilot schools for the Transitional Kindergarten program during the 2011-12 school year. This program is designed to meet the specialized needs of students who are four-years when beginning their school experience. The program is an appropriate balance of academic and social development skills. Our teachers work closely within the Kinder team and with other Transitional teachers across the District within a professional learning community. In addition, we are utilizing all district adopted core materials.

We have 246 English learners representing eighteen different languages groups. There are 110 students receiving speech services. Our RSP teachers work with 43 students, utilizing both a push-in and pull-out model. In fact, the RSP and SST programs are built along the principles of Response To Intervention guidelines, published by the California State Department of Education.

VanderMolen was created to be a cutting edge instructional facility, designed around a technology focus. All classrooms have instructional Mimio-boards, student responders and document cameras. All classrooms contain a minimum of 4 student computers and 1 teacher station. An interactive website, which will allow better communications with families, is under design. We were selected by the Pearson Educational Foundation to be a model-demonstration school.

The VanderMolen PTA has eight people on its executive board, with a general membership of over 800. Parents are encouraged to become active in their child’s education through Coffee with the Principal, ELAC, SSC meetings, Family Math Nights, Movies on the Lawn and our Community Craft Fair. Moreover, parents are welcome to volunteer in their child’s classroom.

Our grade level teams are organized around the principles of Professional Learning Communities. This has greatly aided in the creation of an instructional team approach which has strengthened the educational foundation of our students. CNUSD has provided teachers with a weekly one-hour early dismissal, which our staff utilizes for PLC time within grade levels. These meetings are designed around reviewing student achievement, discussions on best instructional practices and designing future interventions/enrichment opportunities for students.

In the 2016-2017 school year, the VanderMolen teaching staff implemented a school wide intervention for our struggling readers. A committee of teachers worked together with the staff and administration to make sure that students were appropriately assessed and reassessed throughout the year. This endeavor helped struggling readers receive instruction at their reading levels in small groups. The school saw many of their struggling readers exit the intervention over time due to this instruction. The staff united over these students, and the implications of this collaboration saw student growth and strengthened the staff culture.

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

Grade Level	Number of Students
Kindergarten	149
Grade 1	139
Grade 2	132
Grade 3	131
Grade 4	146
Grade 5	140
Grade 6	161
Total Enrollment	998

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	7.7
American Indian or Alaska Native	0.3
Asian	10.3
Filipino	3.4
Hispanic or Latino	59.8
Native Hawaiian or Pacific Islander	1.1
White	14.4
Socioeconomically Disadvantaged	50.6
English Learners	18.0
Students with Disabilities	13.2
Foster Youth	1.0

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	41	41		41
Without Full Credential	0	0		0
Teaching Outside Subject Area of Competence (with full credential)	0	0		0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: August 15, 2017

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, August 15, 2017, the Corona-Norco Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 46 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Benchmark Education, Benchmark Advance 2013 Cengage Learning, Reach Level A 2014 Pearson, Opening the World of Learning	Yes	0
Mathematics	2014 Pearson, Connected Mathematics 3 2009 Scott Foresman Addison Wesley, enVision Math	Yes	0
Science	2008 Macmillan/McGraw-Hill, California Science	Yes	0
History-Social Science	2006 Harcourt School Publishers, Reflections: California Series	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Louis VanderMolen Fundamental Elementary School's original facilities were built in 2009; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Repair of drinking fountain on playground
- Repaint building exterior where needed (2017-18)

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 Louis VanderMolen Fundamental Elementary School. The day custodian is responsible for:

- General grounds maintenance
- Lunch area setup/cleanup
- Restroom cleaning
- Trash removal

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

- Classroom cleaning
- Common use area cleaning
- General use areas
- Office area cleaning
- Restroom cleaning

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: 4/2/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	RM 129: 4. CARPET IS TORN RM 231: 4. WATER STAIN CEILING TILES RM K 1: 4. CARPET IS TORN/ WATER STAIN CEILING TILES AT SKYLIGHT
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/2/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

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

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)	48.0	55.0	59.0	61.0	48.0	50.0
Mathematics (grades 3-8 and 11)	34.0	40.0	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	571	564	98.77	54.96
Male	266	264	99.25	48.11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	305	300	98.36	61.00
Black or African American	45	44	97.78	47.73
American Indian or Alaska Native	--	--	--	--
Asian	65	63	96.92	74.60
Filipino	20	20	100.00	60.00
Hispanic or Latino	337	336	99.70	46.13
Native Hawaiian or Pacific Islander	--	--	--	--
White	80	77	96.25	76.62
Two or More Races	13	13	100.00	61.54
Socioeconomically Disadvantaged	318	314	98.74	41.08
English Learners	132	130	98.48	38.46
Students with Disabilities	80	76	95.00	17.11
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	572	567	99.13	39.86
Male	266	264	99.25	40.53
Female	306	303	99.02	39.27
Black or African American	45	44	97.78	22.73
American Indian or Alaska Native	--	--	--	--
Asian	66	66	100	71.21
Filipino	20	20	100	50
Hispanic or Latino	337	336	99.7	32.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	80	77	96.25	49.35
Two or More Races	13	13	100	53.85
Socioeconomically Disadvantaged	318	315	99.06	26.67
English Learners	132	132	100	28.03
Students with Disabilities	80	76	95	14.47
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	21.3	25.7	19.9

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 flyers, newsletters, the school marquee, the school website, and automated telephone messages. Contact any school office staff member at (951) 739-7120 for more information on how to become involved in your child's learning environment.

- Opportunities to Volunteer
- Chaperone
- Chaperone Field Trips
- Classroom Helper

Fundraising Activities

Library Assistant
Office Helper
Reading Groups

Committees

Parent Teacher Association
School Site Council
English Language Advisory Committee

School Activities

Back to School Night
Fall Festival
Open House
Student Performances
Student Recognition Assemblies
Family Literacy Nights
Family Math Nights
Read Across America
Family Movie Nights
Family Prom
Family BBQs
School Birthday
Fun Family Fridays (Grade level activities)
Parent Survey

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	0.6	0.4	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 Louis VanderMolen Fundamental Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in September 2017.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	32	1	3	1	25	2	3	1	37		2	2
1	28		4		30		4		27		5	
2	24	2	3		29		4		33	1	2	1
3	25	1	4		24	1	4		31		4	
4	30		5		25		5		25	1	5	
5	30		3	2	28		5		27		5	
6	24	3	3	2	26	2	5		25	2	4	1
Other	9	2			11	2			11	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)	0.2	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.5	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	1258.108	5737.255	93192.91
District	N/A	N/A	\$6,293	\$96,620
Percent Difference: School Site and District	N/A	N/A	-14.0	-3.0
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-18.4	15.8

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

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

Types of Services Funded (Fiscal Year 2017-18)

For the 2015-16 school year, Corona-Norco Unified School District spent an average of \$9,901 of total general funds to educate each student (based on 2015-16 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Corona-Norco Unified School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:

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

Teacher and Administrative Salaries (Fiscal Year 2016-17)

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

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

Professional Development (Most Recent Three Years)

All training and curriculum development activities at Louis VanderMolen Fundamental Elementary School revolve around the California State Standards.

During the 2016-17 school year, Louis VanderMolen Fundamental Elementary School held staff development training devoted to:

- AVID Training (4-6 Grade) 2 days
- CMP3 Math (6th grade) 3-4 days
- Number Talks 1 day
- Reader by Nine (Grades 1-2) 2 days
- Technology (Surface and One Note Training) 1 day
- Math Training 2 days
- Benchmark English Language Arts Curriculum Training 2 days
- SBAC training 1 day

* PBIS training 10 days

- CELDT training 1 day

* Restorative Circles training 1 day

During the 2017-2018 school year, the VanderMolen staff attended professional development devoted to:

* AVID Training (4-6 Grade) 2 days

* CMP3 Math (6th grade) 3-4 days

* i-Ready training 2 days

* Reader by Nine (Grades K, 3) 2 days

* PBIS training 10 days

* SBAC training 1 day

* Benchmark English Language Arts Curriculum training 2 days

* CPI training (various staff members) 2 days

* Math Training (various staff members) 2 days

During the 2018-2019 school year, the VanderMolen staff attended professional development devoted to:

* AVID Training (4-6 grade) 2 days

* Math training about Math Practice Standard 1 (Leadership team) 4 days

* i-Ready training 2 days

* ABA training 1 day

* Youcubed training about math mindset 2 days

* PBIS training 10 days

* SBAC training 1 day

* CPI training (various staff members) 2 days

* REHAB conference (various Special Education teachers) 2-3 days

Decisions concerning selection of staff development activities are performed by the leadership team using tools such as assessment data, CST data, and teacher training to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels.

Louis VanderMolen Fundamental Elementary School supports ongoing professional growth throughout the year during Professional Collaboration Time (PCT) on early release days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2016-17 school year, Louis VanderMolen Fundamental Elementary School's teachers had the opportunity to attend the following events hosted by the Corona-Norco Unified School District:

- 21st Century Learning Design: SAMR
- 3rd Grade Fractions Unit
- Active Shooter
- Benchmark Planning
- Application of Instructional Shifts in Lesson Design
- Assessment Building
- Autism CPI Training
- Advancement Via Individual Determination Training
- Blended Learning
- BreathTaking Mindfulness
- Canvas Training
- California Alternative Assessment Training
- Evidence Based Practices
- Capturing Kids' Hearts
- Positive Behavior Intervention and Support (PBIS)
- Close Reading
- ELA/Daily Five Planning
- Math Writing Planning
- ELA/Science/Social Studies Planning
- Classroom Management Skills
- Digital Citizenship
- Dual Language Immersion
- Educational Technology Training
- iReady Training
- ELA/ELD McGraw-Hill Pilot Training
- Science for Everyone
- Engaging in Challenging Conversations
- Envision Overview
- GATE: Meeting the Needs of 21st Century Gifted Learners
- Grade Level Essential Standards Planning
- Introduction to Restorative Practices
- Math Training
- Next Generation Science Standards (NGSS)
- Number Talks
- SchoolMessenger
- Shelter Instruction Observation Protocol (SIOP)
- Step Up to Writing
- Social Studies
- Writing for the 21st Century Student

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