Vicentia Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Vicentia Elementary School
Street	2005 Vicentia Ave.
City, State, Zip	Corona, CA 92882
Phone Number	951/736-3228
Principal	Jennifer Morgan
Email Address	jenmorgan@cnusd.k12.ca.us
Website	www.cnusd.k12.ca.us/vies
County-District-School (CDS) Code	33670336031884

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

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

Our Mission is "Vicentia is a community of collaborative scholars and compassionate leaders who are preparing for a successful future and will contribute positively to society."
Our Vision is "As we teach and model academic and social-emotional expectations, we create a positive, safe, and respectful school culture where students proudly take ownership of their learning."

Year after year, the Vicentia staff continues to create an atmosphere of high expectations with a proactive, positive discipline system.   We incorporate life-long character traits into the daily operation of our announcements, "family" meetings, classrooms and school activities. We are in our third year of implementing PBIS and our students and staff have really embraced our motto, "We are Viking S.T.R.O.N.G" - Scholar, Trustworthy, Respect, Organized, No Excuses, and Growth Mindset.   Our motto is incorporated into our daily discussions with students, parents, and staff.

The Vicentia staff gives our students Viking Coins when they are "caught" exemplifying the motto. We have switched from Viking Vouchers to Viking Coins to go along with our pirate theme this year. Students collect Viking Coins and use them in our PBIS school store to "buy" things. All positive and negative conversations with students, parents, and staff revolve around these shared values. It is, and will continue to be, a school-wide common language that gives our students the understanding of expectations that will guide them to success.

Vicentia Elementary School is a school of approximately 630 students, located in the southern region of Corona. We follow a modified traditional calendar. Within our population, we have three significant subgroups that include Hispanic, Socio-Economically Disadvantaged, and English Learners.

For the 2018-19 school year, we have 23 general education classrooms from Transitional Kindergarten to 6th grade. We have one Transitional Kindergarten class, three Kindergarten classes, three first grade classes, four second grade classes, and three each of third through sixth grades. We also have a 1st-3rd grade Special Day class and a 4th-6th grade Special Day class on our diverse campus. To assist our students, Vicentia has a Resource teacher, a Speech and Language Pathologist, and a part-time school psychologist. In addition, we have two part time counselors and STEPS instructional aide.

As a Professional Learning Community, Vicentia Elementary strives to increase student achievement by 1) providing teachers with the largest amount of uninterrupted teaching time as possible, 2) providing students with daily intervention through small group instruction to address the needs of those students below grade level 3) providing teachers with common grade level collaboration time during the instructional day to analyze common assessments, review data, discuss instructional strategies, plan interventions, and discuss future instruction of the grade level, and 4) providing teachers with common English Language Development (ELD) time to address the various needs of our English Learners through the use of the ELA/ELD framework using our new Benchmark language arts series.   We have extended the learning day for approximately 120 students through the Expanded Learning grant which provides academic support, homework support, and enrichment time.

Expanded Learning is Vicentia's after school program that operates daily for the entire school year from the end of the regular school day to 6:00pm. Through the Expanded Learning intervention program, we target students who are not meeting grade level standards or barely meeting grade level standards in English Language Arts and/or Math on grade level assessments, district assessments, and/or SBAC. Our Expanded Learning program consists of three parts: dedicated reading or read aloud time, homework time, and enrichment. Enrichment can include technology, art, STEM/STEAM activities, standards-based PE lessons, music, and theater activities to address the needs of the whole child and to provide a balanced program. Our TSA also works closely with the aides and Lead to help them provide opportunities for reading instruction, read alouds, and effective independent reading time. The goal is to get our students enthusiastic about their own education and let them see Vicentia as a place where they can enjoy learning while experiencing new adventures.

At Vicentia, we also use supplemental programs to support classroom instruction and improve skills throughout the day, and even into the Expanded Learning program. Our students have started using the new iReady software in both ELA and Math to increase skills in certain standards. The students take a diagnostic twice a year to find where their current levels are and are assigned lessons based on their skill level. We have seen much growth using this program. Reading Counts is another supplemental motivational reading program which is instrumental in increasing student achievement in reading. All students and teachers have embraced our Reading Counts program. Students choose books at their independent Lexile reading level and take quizzes that assess their comprehension of the text. The Lexile levels are also used to help determine interventions for students who struggle. At the end of the school year, we host our Reading Counts Celebration assembly to celebrate our students' reading accomplishments.

We are in our third year of implementing AVID Elementary. The AVID program is helping our 2nd-6th grade students become ready for higher education, including college and career. We have focused on three AVID goals this year; 1. Having an organized binder, 2. Using a daily planner, 3. organizational strategies. Our teachers explained the expectations of the binders and planners at Back to School Night, and parents have been willing participants in helping their student become college and career ready! All 2nd-6th grade teachers have been AVID Elementary trained, either at the Summer Institute in San Diego, or through a Pathways training. Our goal is to eventually have TK-1st grade students and teachers using AVID strategies in their classrooms as well. We are also in our third year of implementing PBIS schoolwide. We have an awesome PBIS team of 12 people (certificated, classified, support staff, and Expanded Learning staff) who have worked together to create our motto and determine what we stand for. The Viking S.T.R.O.N.G motto came from this work with our team and PBIS coach. We officially rolled out our motto at the start of the 17-18 school year and asked parents to become a willing participant in getting their students to have a positive out look on school. It's been a great process as we look for ways to positively impact students at school. Our work continues on!

Last year, our district adopted a new Language Arts program called Benchmark. All of our teachers have attended multiple district trainings, as well as site based trainings. We have also trained our teachers on our supplemental computer program, iReady. We continue to train our teachers on how to be an effective PLC by attending trainings, as well as conferences.

Vicentia has many fabulous classified staff members that work diligently to ensure that Vicentia provides the best possible environment for students to be safe and successful. They make sure that our campus is clean, well organized, safe, and inviting for our students.

With continued support from Vicentia's PTA and community partners such as Horace Mann, Circle City Kiwanis, and other outside donatations, Vicentia welcomes the successes and challenges of the school year.

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

Grade Level	Number of Students
Kindergarten	108
Grade 1	75
Grade 2	91
Grade 3	88
Grade 4	86
Grade 5	93
Grade 6	92
Total Enrollment	**633**

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.5
Asian	0.6
Filipino	0.8
Hispanic or Latino	84.7
White	9.3
Two or More Races	1.4
Socioeconomically Disadvantaged	72.8
English Learners	35.1
Students with Disabilities	11.1
Foster Youth	0.2
Homeless	0.5

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	29	27.5	27.4	2210
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	101

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0		0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 3, 2019

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

On Tuesday, September 3, 2019, the Corona-Norco Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 46 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 school year, Corona-Norco Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Benchmark Education, Benchmark Advance 2013 Cengage Learning, Reach Level A 2014 Pearson, Opening the World of Learning	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Math-Pearson 2 Envision Math 2016 K-2, Math-Pearson EnVision Math California Common Core 2015 Grade 3-6, Math Teacher Supplemental Materials Heinemann Grade 3-5, Grade 6 Envision Math 2009 & Connected Mathematics,	Yes	0
Science	2008 Macmillan/McGraw-Hill, California Science	Yes	0
History-Social Science	2006,2007 Social Studies California Reflection-Harcourt, Kinder Social Studies Our World Now and Long ago, Grade 1 Social Studies Harcourt A Childs View, Grade 2 Social Studies Harcourt People we Know, Grade 3 Social Studies Harcourt Our Communities, Grade 4 Social Studies Harcourt California: A Changing State, Grade 5 Social Studies Harcourt, The Unitied States: Making New Nation, Grade 6 Social SCience Harcourt Ancient Civilization,	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. Vicentia Elementary School's original facilities were built in 1965; 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:
- Addition of new technology for teachers

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 Vicentia Elementary School. The day custodian is responsible for:
- Classroom cleaning
- General grounds maintenance
- Office area cleaning
- Restroom cleaning
- Event setup/cleanup
- Multipurpose room cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:
- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Multipurpose room 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

Year and month of the most recent FIT report: 4.4.2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	P LIBRARY: 4. WATER STAIN CEILING TILES P RM 25 A: 4. WATER STAIN CEILING TILES P RM 32: 4. WATER STAIN CEILING TILES 12. DRY ROT ON WEST SIDING
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	P RM 35: 7. EXTERIOR LIGHT IS NOT WORKING
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	RM 11: 11. PAINT IS CHIPPING ON GUTTER
Structural: Structural Damage, Roofs	Good	P RM 32: 4. WATER STAIN CEILING TILES 12. DRY ROT ON WEST SIDING
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	BOYS RR: 4. HOLE IN CONCRETE ON WALKWAY/ TRIP HAZARD P RM 31: 14. DRY ROT ON RAMP AT DOOR ENTRY PSYCH: 15. WEATHER STRIPPING IS BENT AT BASE OF DOOR RM 16: 14. ASPHALT IS RAISED ON WALKWAY TOWARDS COURTS/ TRIP HAZARD RM 17: 15. METAL WEATHER STRIPPING IS BENT AT BASE OF DOOR RM 18: 15. METAL WEATHER STRIPPING IS BENT AT BASE OF DOOR RM 19: 15. METAL WEATHER STRIPPING IS BENT AT BASE OF 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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	58	58	61	61	50	50
Mathematics (grades 3-8 and 11)	44	50	46	47	38	39

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	356	352	98.88	1.12	57.95
Male	194	192	98.97	1.03	53.65
Female	162	160	98.77	1.23	63.13
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	298	295	98.99	1.01	56.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	36	36	100.00	0.00	66.67

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	269	265	98.51	1.49	54.72
English Learners	149	145	97.32	2.68	53.10
Students with Disabilities	52	52	100.00	0.00	15.38
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	356	354	99.44	0.56	49.72
Male	194	193	99.48	0.52	49.74
Female	162	161	99.38	0.62	49.69
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	298	297	99.66	0.34	47.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	36	36	100.00	0.00	63.89
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	269	267	99.26	0.74	47.19
English Learners	149	147	98.66	1.34	41.50
Students with Disabilities	52	52	100.00	0.00	13.46
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

•   Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.7	22.0	29.7

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

C. Engagement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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

Parents stay informed on upcoming events and school activities through automated telephone messages, the school marquee, school newsletters, the school website, weekly Viking Communication folders, Facebook, and Twitter. Contact the school office at (951) 736-3228 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Chaperone Field Trips
Classroom Helper/Room Parent
Fundraising Activities
PTA Events

Committees
English Learner Advisory Council
Parent Teacher Association
School Site Council

School Activities
Family Nights/Mornings
Open House
Parent Workshops
Student Assemblies
Turkey Feast
Winter Performances
Book Fairs
Band Performances
Art Program
Adult ESL Classes
Family BBQs
Parent Information Mornings
Dr. Suess Literacy Morning
Grandparent's Day

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.9	0.9	2.5	2.9	2.9	3.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22		5		30	2	1	2	33		3	1
1	30		3		22		3		25		2	
2	24		3		22		3		22		4	
3	32		3		28		3		28		3	
4	21	1	3		32		3		27		3	
5	27		3		27		3		30		3	
6	26	1	3		25	1	3		25	1	3	
Other**					9	1			9	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	1266.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8433.881774	1669.709575	6764.1722	96,312.46

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	$6,293	$97,905.00
Percent Difference - School Site and District	N/A	N/A	7.2	-1.6
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-10.4	15.6

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

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

Types of Services Funded (Fiscal Year 2018-19)

For the 2015-16 school year, Corona-Norco Unified Schoo District spent an average of $9,901 of total general funds to educate each student (based on 2015-16 audited financia 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 belowreflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Corona-Norco Unified School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:
- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Career Pathways Trust
- California Clean Energy Jobs Act
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other ARRA Programs
- Other Federal Funds
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Tobacco-Use Prevention Education
- Vocational Programs

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$62,059	$48,612
Mid-Range Teacher Salary	$94,278	$74,676
Highest Teacher Salary	$116,021	$99,791
Average Principal Salary (Elementary)	$127,372	$125,830
Average Principal Salary (Middle)	$131,977	$131,167
Average Principal Salary (High)	$138,657	$144,822
Superintendent Salary	$374,392	$275,796
Percent of Budget for Teacher Salaries	41%	34%
Percent of Budget for Administrative Salaries	4%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

All training and curriculum development activities at Vicentia Elementary School revolve around the California State Standards. During the 2017-18 school year, Vicentia Elementary School held staff development training devoted to:
- iReady
- Benchmark Training (K-6)

* Math Practice Standards
- PBIS Training
- AVID Training
- ELA/ELD Framework Training

We will continue to train in these 6 areas over the next several years to become more proficient and effective in our teaching strategies, raise ELA and Math SBAC scores, and raise ELPAC scores.

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. Vicentia Elementary School supports ongoing professional growth throughout the year during Professional Collaboration Time (PCT) on early release Wednesdays. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Admin also provides teachers with an extra 90 minutes of grade level planning time through PLC rotations (extra library, PE, and lab time). This occurs twice a month. 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.

Over the last three years, Vicentia's teachers had the opportunity to attend the following events (or participated in on site trainings) hosted by the Corona-Norco Unified School District:
- Math Practice Standards (17-18)
- Active Shooter (16-17, 17-18, 18-19)
- Benchmark Planning (17-18, 18-19)
- Lesson Design (17-18, 18-19)
- Assessment Design (17-18, 18-19)
- Autism CPI Training (SPED only has attended 16-17, 17-18)
- California Alternative Assessment Training (SPED only has attended 16-17, 17-18, soon to attend 18-19)
- Positive Behavior Intervention and Support (PBIS) (16-17, 17-18, 18-19)
- Close Reading (17-18, 18-19)
- ELA/Daily Five Planning (primary teachers only 16-17, 17-18, 18-19)
- Math Planning (16-17, 17-18, 18-19)
- ELA Planning (16-17, 17-18, 18-19)
- Digital Citizenship (18-19)
- iReady Training (17-18, 18-19)
- Number Talks (various teachers 16-17, 17-18)
- Shelter Instruction Observation Protocol (SIOP) (16-17)
- Step Up to Writing (16-17)

* AVID (16-17, 17-18, 18-19)

* ELA/ELD Framework Training (16-17, 17-18, 18-19)

Vicentia 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.