



Promenade Elementary School

550 Hamilton Dr. • Corona, CA 92879 • (951) 358-1650 • Grades P-5

Francisco J. Gonzalez, Principal

francisco.gonzalez@alvordschools.org

www.alvordschools.org/promenade

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Alvord Unified School District

9 KPC Parkway

Corona, CA 92879

(951) 509-5070

www.alvordschools.org

District Governing Board

Carolyn M. Wilson, President

Lizeth Vega, Vice President

Joanna Dorado, Ed.D., Clerk

Julie A. Moreno, Member

Robert Schwandt, Member

District Administration

Allan J. Mucerino, Ed.D.

Superintendent

Dr. Robert E. Presby

**Assistant Superintendent, Human
Resources**

Fernando Cubias

Interim CBO, Business Services

Dr. Sherri Kemp

**Executive Director, Educational
Services**

Kevin Emenaker

**Executive Director, Administrative
Services**

School Description

Welcome to Promenade Elementary School; we have been a California Distinguished and Gold Ribbon School! We are Alvord Unified School District's only elementary school located in the City of Corona, in a pleasant suburban neighborhood. Promenade serves students in grades transitional kindergarten through five with a full continuum of services. Promenade is a community of learners in which all children are encouraged to achieve academic and social success, enjoy learning, celebrate diversity, and model exemplary behavior. Our staff is dedicated to bringing the best to and expecting the best of our students. We are proud of our school and we invite you to read further to learn more about our school and our programs.

Mission Statement

Alvord Unified School District, a dynamic learning community that embraces innovation, exists to ensure all students attain lifelong success through a system distinguished by:

- Active and inclusive partnerships
- Relationships that foster a culture of trust and integrity
- High expectations and equitable learning opportunities for all
- A mindset that promotes continuous improvement
- Multiple opportunities for exploration and creativity
- Professional development that promotes quality teaching and learning
- Access to learning experiences that promote a high quality of life

In addition, our school strives to attain the Alvord vision that all students will realize their unlimited potential.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	115
Grade 1	103
Grade 2	116
Grade 3	104
Grade 4	110
Grade 5	120
Total Enrollment	668

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	9.4
American Indian or Alaska Native	0.4
Asian	9.3
Filipino	3.7
Hispanic or Latino	51.8
Native Hawaiian or Pacific Islander	1
White	19.2
Two or More Races	5.1
Socioeconomically Disadvantaged	59.3
English Learners	20.4
Students with Disabilities	12
Foster Youth	1.2
Homeless	0.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Promenade	17-18	18-19	19-20
With Full Credential	30	29	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Alvord Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	838
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	18

Teacher Misassignments and Vacant Teacher Positions at Promenade Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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)

On September 19, 2019, Alvord Unified School District's Board of Education held a public hearing to comply with requirements of Education Code Section 60019. Information provided at the public hearing detailed (1) the extent to which standards-aligned textbooks and instructional materials were provided to all students, including English learners; (2) the definition of "sufficient textbooks or instructional materials" means each student has a textbook or materials, or both, to use in class and to take home and does not mean the district is required to have two sets of textbooks for each student; (3) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, English language arts & English language development, history-social science, and science; (4) sufficient textbooks and instructional materials were provided to each student enrolled in foreign language and health classes; and (5) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12. During this hearing, the governing board determined that Alvord Unified School District provided each student with sufficient textbooks and instructional materials aligned to the California academic content standards consistent with the cycles and content of the California curriculum frameworks.

In addition, Alvord Unified School District has sufficient standards-aligned textbooks and instructional materials for all students, including English learners, enrolled in visual and performing arts classes. Developing a long-term textbook adoption plan for textbooks is in process.

Promenade Elementary School uses the governing board adopted textbooks and instructional materials as detailed in the table:

Textbooks and Instructional Materials

Year and month in which data were collected: September 19, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	English Language Arts/English Language Development: McGraw Hill, World of Wonders, TK / Adopted in 2018 McGraw Hill, Wonders and Wonderworks, 1-5 / Adopted in 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	CA Math Expressions Common Core, K-2 / Adopted in 2014 Harcourt, HSP Math, 3-5 / Adopted in 2008 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Science	McGraw Hill, World of Wonders, TK / Adopted in 2018 Scott Foresman, California Science, K-5 / Adopted in 2007 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
History-Social Science	McGraw Hill, World of Wonders, TK / Adopted in 2018 Scott Foresman, History-Social Science for California, K-5 / Adopted in 2007 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Health	Harcourt, Harcourt Health / Adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Promenade Elementary School, built in 1988, is located on 9.5 acreage and its square footage totals 53,147. The school has 30 permanent classrooms, six sets of restrooms, one computer lab, one staff work room, one library and one multipurpose/cafeteria room. On-going campus improvements and maintenance ensure facilities are up to date and provide adequate space for students and staff.

Alvord Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California OPSC. Results of this survey are available in the school office or at the district. In addition, district maintenance staff makes repairs necessary to keep the school in good repair and working order. A district-wide work order process is used to ensure efficient service and to prioritize repairs.

The school is cleaned on a regular basis with a day custodian and evening custodians who work with the principal to develop a cleaning schedule to maintain a clean and safe environment for all students before, during, and after the instructional day.

* All FIT report repairs described in the following table are completed, in progress, or planned for repair.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: September 30, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Water stained ceiling tiles (1,3,6,8,12,15,16,17,19,25,26,201,203,R4, MPR); Broken ceiling tile (13,16); Holes in ceiling tile (R4,12); Water damage to counter top (KA); Formica missing strip on counter top (14,17); Carpet torn on stage steps (MPR); Counter top formica chipped (4)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Lights out (R1, 8); One light ballast is out (101,26); Hand dryer not working correctly (girls RR); Two light panels flicker (R4)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Drinking fountains/faucets flow issues (R4, 9, boy & girl & men RR); Faucet loose at base (girl RR)
Safety: Fire Safety, Hazardous Materials	Good	Paint peeling on ceiling (men RR)
Structural: Structural Damage, Roofs	Good	Dry rot on siding/walkway/side of building (1 and girl RR)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Door gouging tile floor (boy RR); Door sweep missing (women & men RR); Door rusted, split and hard to open (girl RR)
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	60	58	40	42	50	50
Math	54	59	27	28	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	16.3	26.0	28.5

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	339	334	98.53	58.00
Male	174	172	98.85	53.59
Female	165	162	98.18	62.59
Black or African American	33	32	96.97	54.84
American Indian or Alaska Native	--	--	--	--
Asian	29	28	96.55	74.07
Filipino	12	12	100.00	90.00
Hispanic or Latino	176	175	99.43	49.68
Native Hawaiian or Pacific Islander	--	--	--	--
White	67	65	97.01	64.91
Two or More Races	17	17	100.00	80.00
Socioeconomically Disadvantaged	207	205	99.03	49.47
English Learners	81	78	96.30	55.07
Students with Disabilities	44	43	97.73	12.50
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	339	336	99.12	58.61
Male	174	172	98.85	60.13
Female	165	164	99.39	57.05
Black or African American	33	33	100.00	53.13
American Indian or Alaska Native	--	--	--	--
Asian	29	28	96.55	88.89
Filipino	12	12	100.00	90.00
Hispanic or Latino	176	175	99.43	47.77
Native Hawaiian or Pacific Islander	--	--	--	--
White	67	66	98.51	67.24
Two or More Races	17	17	100.00	73.33
Socioeconomically Disadvantaged	207	206	99.52	51.85
English Learners	81	79	97.53	60.00
Students with Disabilities	44	43	97.73	22.50
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.

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 welcome at school and are encouraged to get involved by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

The school communicates with parents about upcoming school events through letters, parent conferences, school marquee, school website, parent newsletter, classroom newsletter, automated telephone message delivery system, Peach Jar email delivery system, and Social Media (Twitter, Facebook, Instagram). Parents and the community can contact the school office at (951) 358-1650 for more information on how to become involved in our children's learning environment.

Volunteer Opportunities:

Classroom Helper
 Chaperone Study Trips
 WatchDOGS

School Advisory Groups & Committees:

English Learner Advisory Council
 Parent Teacher Organization
 School Site Council
 Action Teams for Partnership

School Events:

Back to School Night
 Family Education Nights
 Open House
 Parent Teacher Organization events and activities
 Special Performances and Activities
 Parent/Teacher Conferences

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.

School Safety Plan

The Comprehensive School Safety Plan is annually discussed with staff, evaluated, amended, reviewed, and updated in the Spring; it was approved on February 25, 2019. This plan, developed in collaboration with the school, local agencies and the district office, fulfills all legal requirements and complies with EC 32280-89. A school disaster preparedness plan that deals with a wide variety of emergency situations is included into the School Safety Plan. Earthquake, fire, and lock-down drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; dress code policy; child abuse reporting procedures; routine and emergency disaster procedures; safe movement of students, parents and staff to and from school; maintaining a safe and orderly school environment; sexual harassment policy; safety procedures; suspension, expulsion, and mandatory expulsion policies; teacher notification of dangerous students policy; anti-bullying policy; and school discipline rules and procedures pursuant to EC 35291 and 35291.5.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.8	1.0	0.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	2.8	2.6
Expulsions Rate	0.3	0.3	0.5

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	668.0

* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	1
Other	

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

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	23	1	5		23		5		20	2	4	
1	26		4		26		4		25		4	
2	27		4		27		4		26		4	
3	21	1	5		21	2	3		16	6	1	
4	29		4		29		4		34			3
5	24	1	4		29		4		25	1	4	
Other**					12	3						

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

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	2	5

All staff members participate in professional development offered by the school. In addition, many staff members participate in additional trainings appropriate for individual needs or for specific programs sponsored by the district through departments. Site professional development is held during early release and grade level/subject collaboration days. These collaborations focus on the cycle of inquiry and plan for first, best instruction after a review of standards and students results on formative and summative assessments. District professional development includes release days and after school workshops. When appropriate to meet the needs of students, staff attends conferences. District instructional coaches and site academic coaches support certificated and paraprofessional staff by providing workshop opportunities, individual mentoring, and in-class coaching. New teachers are supported by the Teacher Induction Program that includes coaching and mentoring in addition to support from experienced grade level teacher leaders. Classified paraprofessionals and support staff attend job-related training provided by the site and district.

During 2017-18, Promenade Elementary School's professional development focused on building teacher capacity: access and equity, claims and targets, and data analysis. Professional development supported our school goals, classroom goals, and individual goals. Teachers analyzed data across various groups of students while developing functional understanding of ELD standards and practices. Teachers also received professional development on the English Language Proficiency Assessments for California (ELPAC), including its task types and identified the connectedness to Common Core Language Arts Standards.

In the 2018-19 school year the focus of professional development continued in order to further close the achievement gap. Part of Professional Development focused on English learners, specifically teachers and staff looked at SBAC Interim Assessments in order to gain a deeper understanding of the rigor and academic language within these assessments. Additionally, teachers developed a deeper understanding of the ELPAC and Smarter Balanced tools in order to apply the understanding to instructional planning and pacing to better meet the needs of ELs. All SBAC tools are used to enhance instruction and support all student groups.

Alvord Unified School District provides professional development for teachers and support staff on various topics related to state mandated assessments (SBAC, ELPAC), special education assessments, interim assessments, formative assessments (PELI, DIBELS), student data, Aeries/CALPADS data management for specific school staff, instructional strategies for English learners, intervention strategies, behavior supports, mandated special education forms/plans, crisis response, student success teams, and Aeries gradebook.

The annual number of school days dedicated to staff development and/or collaboration attended by either all staff, grade level teams, or subject level teachers:

2017-18: 3

2018-19: 2

2019-20: 5

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,579	\$51,374
Mid-Range Teacher Salary	\$83,720	\$80,151
Highest Teacher Salary	\$112,291	\$100,143
Average Principal Salary (ES)	\$129,356	\$126,896
Average Principal Salary (MS)	\$134,810	\$133,668
Average Principal Salary (HS)	\$146,265	\$143,746
Superintendent Salary	\$281,011	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

In addition to local, state, and federal funds for special education and the base educational program, Promenade Elementary School received the following supplemental state and federal funds in 2018-19:

State Local Control Funding Formula Supplemental & Concentration Grants to increase or improve services for low income students, English learners, or foster youth.

Specific services and actions are described in the school's School Plan and/or the District's Local Control and Accountability Plan.

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$ 7,909	\$ 1,366	\$ 6,543	\$ 96,603
District	N/A	N/A	\$ 7,069	\$92,673.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-200.0
School Site/ State	-200.0	-200.0

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.