Crowne Hill 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	Crowne Hill Elementary School
Street	33535 Old Kent Road
City, State, Zip	Temecula, CA 92592
Phone Number	(951) 294-6370
Principal	
Email Address	PMay@tvusd.k12.ca.us
Website	https://www.tvusd.k12.ca.us/CHES
County-District-School (CDS) Code	33-75192-6116446

Entity	Contact Information
District Name	Temecula Valley Unified School District
Phone Number	(951) 676-2661
Superintendent	Timothy Ritter
Email Address	tritter@tvusd.k12.ca.us
Website	www.tvusd.k12.ca.us

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

Crowne Hill Elementary School is one of TVUSD's newest schools, opening in August 2005. Current enrollment for the 2019-2020 school year is approximately 640 students.

Vision

Instruction:

Teachers are

- committed to collaborating to plan and implement quality New State Standards based instruction that is consistent from classroom to classroom.
- teaching according to the Common Core Standards, implementing the 4 C's: Critical Thinking, Collaboration, Creativity and Communication.
- implementing the newly adopted Language Arts Curriculum, Wonders.
- continuing to implement the math program that was adopted last year, Pearson.
- teaching to the objective with a high level of rigor.
- engaging students by skillfully utilizing a variety of effective strategies that incorporate multiple modalities.
- differentiating and scaffolding instruction to meet the unique needs of our students.
- utilizing technology effectively to enhance learning.

Learning:

Students are

- thinking critically and creatively to solve complex and interesting problems.
- reading for meaning and high levels of comprehension.
- communicating effectively both verbally and in writing.
- collaborating to enhance their learning in all areas of the curriculum.

Behavior:

Students are

- respectful, responsible and demonstrate self-control.
- self-motivated and willing to take risks.
- caring and accepting of others.
- problem solvers.
- participants of the PBIS Behavior Program.

Mission

The purpose of Crowne Hill Elementary is to develop lifelong learners, who are critical thinkers and effective communicators and collaborators. Crowne Hill students will become productive citizens of exceptional character, who positively impact and inspire others.

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

Grade Level	Number of Students
Kindergarten	78
Grade 1	114
Grade 2	120
Grade 3	107
Grade 4	97
Grade 5	120
Total Enrollment	636

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.2
Asian	1.4
Filipino	2.2
Hispanic or Latino	33
White	54.4
Two or More Races	7.2
Socioeconomically Disadvantaged	28.3
English Learners	11.6
Students with Disabilities	16.8
Foster Youth	0.3
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	35	36	37	1496
Without Full Credential	0	0	0	39
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

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	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: November 2019

All textbook adoptions were selected from the standards-based materials adopted by the State Board of Education and our local governing board:

Language Arts- California Wonders- Copyright 2017- Publisher- McGraw Hill
Math- EnVision Math- Copyright 2016- Publisher- Pearson
History- History-Social Science for California- Copyright 2006- Publisher- Pearson
Science- California Science- Copyright 2007- Publisher- Harcourt

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Each pupil has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available to each child. All textbooks are aligned to the California Content Standards and approved for use by the State and/or the Temecula Valley Unified School District Board of Education.	Yes	0
Mathematics	Each pupil has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available to each child. All textbooks are aligned to the California Content Standards and approved for use by the State and/or the Temecula Valley Unified School District Board of Education.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Each pupil has a textbook or science material, or both, as required by the state of California. Appropriate materials and textbooks are available to each child. All textbooks are aligned to the California Content Standards and approved for use by the State and/or the Temecula Valley Unified School District Board of Education.	Yes	0
History-Social Science	Each pupil has a textbook or history-social science material, or both, as required by the state of California. Appropriate materials and textbooks are available to each child. All textbooks are aligned to the California Content Standards and approved for use by the State and/or the Temecula Valley Unified School District Board of Education.	Yes	0
Foreign Language	Each pupil enrolled in these courses have a textbook or foreign language material, or both, as required by the state of California. Appropriate materials and textbooks are available to each child. All textbooks are aligned to the California Content Standards and approved for use by the State and/or the Temecula Valley Unified School District Board of Education.	Yes	0
Health	Each pupil enrolled in these courses have a textbook or health material, or both, as required by the state of California. Appropriate materials and textbooks are available to each child. All textbooks are aligned to the California Content Standards and approved for use by the State and/or the Temecula Valley Unified School District Board of Education.	Yes	0
Visual and Performing Arts	Teachers are provided with class sets approved for use by TVUSD.	Yes	0
Science Laboratory Equipment (grades 9-12)	Each pupil has a textbook or science laboratory material, or both, as required by the state of California. Appropriate materials and textbooks are available to each child. These materials include science laboratory equipment for grades 9 to 12, inclusively. All textbooks are aligned to the California Content Standards and approved for use by the Temecula Valley Unified School District Board of Education.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Crowne Hill Elementary School was built in 2005. It consists of 51 permanent classrooms, a multipurpose room, a library, and an administrative building. TVUSD's Maintenance and Operations division works diligently to ensure our facilities are clean and safe for students, teachers and staff. The district follows a comprehensive preventive and deferred maintenance program to offset costly repairs and minimize disruptions to the instructional program. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Crowne Hill Elementary School has one full time lead custodian during school hours, and a night crew that comes in and cleans the entire facility after school hours. In addition, between two and three times a year the carpets are steam cleaned.In order to respond to work requests in a timely manner, the district utilizes an electronic work order system. When a site secretary, custodian or administrator has a request, they can put it into the system directly. This makes for a more time efficient processing of work orders.

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: 11/05/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 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)	74	69	68	69	50	50
Mathematics (grades 3-8 and 11)	64	61	54	55	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	309	297	96.12	3.88	69.36
Male	154	148	96.10	3.90	62.84
Female	155	149	96.13	3.87	75.84
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	98	95.15	4.85	62.24
Native Hawaiian or Pacific Islander					
White	176	169	96.02	3.98	74.56

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	19	19	100.00	0.00	52.63
Socioeconomically Disadvantaged	87	83	95.40	4.60	54.22
English Learners	41	38	92.68	7.32	47.37
Students with Disabilities	52	47	90.38	9.62	38.30
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	309	297	96.12	3.88	60.61
Male	154	147	95.45	4.55	61.22
Female	155	150	96.77	3.23	60.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	97	94.17	5.83	51.55
Native Hawaiian or Pacific Islander					
White	176	170	96.59	3.41	66.47
Two or More Races	19	19	100.00	0.00	57.89
Socioeconomically Disadvantaged	87	83	95.40	4.60	46.99
English Learners	41	39	95.12	4.88	38.46
Students with Disabilities	52	47	90.38	9.62	34.04
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	12.3	21.9	45.6

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)

Parent volunteers are an intricate part of the educational and social programs at Crowne Hill Elementary School. Many programs and activities would not be possible without parent involvement. All activities are highlighted in our monthly school newsletter and emailed out to parents. CHES has an active PTA that is led by an elected executive board and numerous appointed committee chairs.. The PTA has both executive board meetings and general association meetings on a regular basis. The parent group utilizes social media platforms to support their communications to the stakeholders. The PTA contact information, activities, volunteer opportunities and fundraisers are all available through their communication avenues. Many opportunities for parent involvement are provided including classroom volunteers: small group instruction, art activities, classroom prep work, field trips, school garden lessons, and many others; PTA activities: Press Enterprise Fundraiser, Restaurant Nights and School Carnival; Family Activities: Astronomy Night, Movie night, Trunk or Treat, Literacy Night, Family Code Night, and various student programs. Parents wishing to volunteer may contact the school office staff or the PTA President.

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	0.7	0.8	0.6	1.9	2.2	2.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

School safety is a high priority for our school and district. Our school has a comprehensive School Safety Plan. The plan covers topics such as disaster response, safe ingress and egress and ensuring a safe and orderly environment. Additionally, the plan includes data on suspensions and expulsions as well as school and district crime data. The safety plan is reviewed and revised every year based on current staffing and site needs.

Our school is a closed campus that is fully enclosed by fencing. School visitors and volunteers are required to sign in at the front office prior to entering campus, where an electronics system verifies through the driver's license. In instances of emergency, we use an automated telephone system to contact parents with pertinent information or we email using our Infinite Campus information.

To better prepare our teachers, students and staff for emergencies, our school conducts fire drills monthly throughout the school year, as well as an earthquake drill at least four times during the school year. In addition, we practice lock down protocols periodically to be prepared in the event of an active emergency. In August 2019, all teachers and staff attended a Run, Hide, Fight training to be better prepared in the event of an active assailant. We have a comprehensive disaster plan prepared should a disaster occur. We have put into place a command post, safety team, first aid station, reunification area, utility team and counseling/comfort area. We utilize staff development training days to gather feedback and ideas from teachers to better develop our emergency routines.

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	11	8			11	10			7	11		
1	21	1	3		22	1	4		26		4	
2	20	1	4		21	1	4		21	1	4	
3	23		4		23	1	3		23		5	
4	25	1	4		29		3		31		3	
5	27	1	4		23	2	5		19	3	4	
Other**					6	1			6	2		

*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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	1.1
Other	1.4

*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	$10,747.96	$3,693.91	$7,054.05	$84,029.90
District	N/A	N/A	$7378.65	$87,184.00
Percent Difference - School Site and District	N/A	N/A	-4.5	-1.6
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	1.4	5.8

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 2018-19)

In addition to LCFF funding, Temecula Valley Unified School District receives state and federal funding for special programs and grant funding for specific areas. District expenditures fund site operations including regular and special education, supplemental programs, health and nursing services, library, social emotional and behavioral services, staff salaries and benefits, textbooks, instructional materials, facilities, maintenance and repairs, transportation, district administration, etc. Grant funding includes Career Technical Education, Low Performing Student Block Grant, and Tobacco Prevention.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,465	$48,612
Mid-Range Teacher Salary	$79,134	$74,676
Highest Teacher Salary	$103,573	$99,791
Average Principal Salary (Elementary)	$125,301	$125,830
Average Principal Salary (Middle)	$131,483	$131,167
Average Principal Salary (High)	$134,941	$144,822
Superintendent Salary	$255,461	$275,796
Percent of Budget for Teacher Salaries	43%	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	3	3	3

Approximately 3 Staff development days will occur in 2019-2020.

District Commitment to Learning for All Students

The Temecula Valley Unified School District is committed to ensuring that each and every child in its care receives a rigorous, multifaceted educational experience preparing them for the demands of college and career.

TVUSD teachers engage in active staff development throughout the year by attending:

In-District training sessions provided by staff and consultants.

Site-based training sessions presented during staff meetings and committee/grade level meetings.

One on one training provided during formal observations and post observation conferences.

Staff members are sent to national and state conferences to fine-tune instructional practices in specific areas.

Teachers with specialized training are given opportunities to train their peers, and provide instructional support as teacher leaders.

Standards Based Instruction

Staff development focuses on implementing the New State Standards and state frameworks in English-Language Arts, Science, social science, and Math, K-12. Routine district sessions bring teacher leaders and principals together to devise and refine the curriculum and assessments. Teams began by identifying priority and supporting standards, grouping the standards into units of instruction, and crafting common interim and summative assessments, developing scoring rubrics, and discussing sound grading practices for each course/grade. Leaders return to sites to facilitate their grade level/course teams in reviewing the work, suggesting resources, and providing feedback for the refinement committees.

Collaborative Teams

Teachers are divided into Professional Learning Communities (PLCs) based on content area and grade level. All instructional staff participate almost weekly during professional growth time meeting in their PLC groups to align curriculum, refine teaching strategies, create assessments, analyze student achievement data and transition to New State Standards.