

Stallings Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Stallings Elementary School
Street	1980 Fullerton Avenue
City, State, Zip	Corona, CA 92881
Phone Number	(951) 736-3249
Principal	Tammy Strawser, Ed.D.
Email Address	tstrawser@cnusd.k12.ca.us
School Website	https://stallings.cnusd.k12.ca.us
County-District-School (CDS) Code	33670336084669

2023-24 District Contact Information

District Name	Corona-Norco Unified School District
Phone Number	(951) 736-5000
Superintendent	Samuel Buenrostro, Ed.D.
Email Address	Sbuenrostro@cnusd.k12.ca.us
District Website	www.cnusd.k12.ca.us

2023-24 School Description and Mission Statement

Motto:

The Stallion Way is to Lead Like A STAR: Safe, Teamwork, Accountable, Respectful.

Mission:

With purpose and dedication, we all work to ensure Stallings students thrive today to become successful contributors of society tomorrow.

Vision:

Stallings Elementary school will be prominently regarded as a place for high student achievement and engaged community involvement.

John Stallings Elementary was built in 1972. With a boundary change, Stallings added an additional 135 students and 7 teachers this school year. We value people. We know the connection between social emotional learning and academic growth. Stallings staff believes in the importance of both pillars: Academic Achievement & Social Emotional wellness. We are a Professional Learning Community and utilize communication and collaboration to improve our students' academic achievement and social emotional skills. We focus on literacy and math through the Common Core state standards in a Multi-Tiered System of Support (MTSS). We utilize our 3 TSA's to support our academic interventions and provide coaching & professional development to our teaching staff. Interventions occur all day, every day. All teachers, three TSA's, our bilingual paraeducator, and other classified staff members support our students' interventions in both ELA and Math. The interventions are based on FastBridge data screeners, SMART Goals and other informative data.

All teachers are continuing their depth of understanding in literacy & Benchmark, as well as with both math adoptions (Reveal for 6th & Illustrative K-5) with Science of Learning through district Professional Development. Further discovery and refinement continue on our site as well with professional development. Administration, three TSA's, and our Leadership team meet regularly to discuss the needs of our staff and subsequent trainings necessary to keep our students progressing. This PD includes understanding how to utilize & navigate FastBridge; as well as how to teach small group instruction throughout the day & organize whole group instruction to meet the needs of students, sharing grade level students to help them attain SMART Goals expectations. Our teachers also observe one another to encapsulate best practices in the classroom in real time.

2023-24 School Description and Mission Statement

Our students and their development is essential. Academics, social emotional understanding, good sportsmanship, and providing students with varied experiences helps to be their very best now and in their future. Our MTSS Tier 1 SEL team meets regularly to ensure we are providing strong Tier 1 supports and ongoing learning for staff. This includes collecting surveys to analyze what needs and celebrations we have. One example includes creating Peaceful Playground focus areas of safety and student playground games. Stallings Tier 2 SEL Team is led by one of our TSA's and is composed of Principal, Assistant Principal, Teacher, Counselor, STEPS paraeducator, Librarian, School Psychologist, RSP teacher and our SLP. We also have numerous support staff working as Check In / Check Out coaches. Our Tier 2 Team meets to discuss both academic and social-emotional holes & gaps to continuously meet our students' evolving needs. We have two rooms to support students' social-emotional needs in an environment different than the classroom. Our Mindfulness Room, Calming Room and SEL teaching allows our students to reflect. Reflection opens up emotional intelligence & awareness of self and others. We want our students to lead with heart and brains.

Along with our rigorous and purposeful supports in academics and social emotional wellness throughout the school day, Stallings offers additional opportunities outside beyond bell to bell. We have our ASES (Afterschool Education and Safety) program. ASES provides afterschool learning support, enrichment in STEAM and physical fitness for grades Kindergarten – 6 daily until 6:00 PM. Some of our clubs include: Chess, Stallings News (reporters & editors to highlight our weekly happenings), Flag Football, Soccer Saturdays, and Student Council (STAR Squad Jr's.)

Some awards & recognition Stallings staff, students, and families are very proud of include: ELPI (English Learner Progress Indicator) growth on California Dashboard of Student Achievement. Our growth came out as Very High- the most improvement a site can make. Additionally, RCOE (Riverside County of Office Education) performed Success Walks. We were spotlighted for making a difference for students despite obstacles. RCOE spoke to teachers, students and administrators; as well as visited various site meetings, clubs, and classrooms. In addition, Stallings typically places high in competing district events each year, and we have 100% participation. These events include: History Day (district and state winners), Flag Football, Track Meet, Science Fair (County winner), Math Field Day, and Spelling Bee. Some other acknowledgments include: PBIS (Positive Behavior Intervention Supports) Silver Award – 3 years in a row; EPPE (Exemplary Practices in Parent Engagement) Award from RCOE.

We are very proud of our family-like atmosphere. This is a comment shared over and over again by so many. We have families continue to show up at events: Santa's Breakfast, Trunk or Treat, Family Literacy Fridays, Family Nights, Talent Show - even after their children are no longer students with us. Moreover, we have a host of CNUSD employees who are Stallings alumni and several teachers who were Stallings students.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	67
Grade 2	77
Grade 3	66
Grade 4	70
Grade 5	79
Grade 6	73
Total Enrollment	506

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2%
Male	53.8%
American Indian or Alaska Native	0.4%
Asian	4.3%
Black or African American	7.9%
Filipino	1.4%
Hispanic or Latino	68.6%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	1.2%
White	14.4%
English Learners	25.3%
Foster Youth	0.6%
Homeless	1%
Socioeconomically Disadvantaged	86%
Students with Disabilities	14.4%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.00	100.00	1981.00	92.85	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	15.10	0.71	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	37.80	1.77	12115.80	4.41
Unknown	0.00	0.00	99.70	4.67	18854.30	6.86
Total Teaching Positions	19.00	100.00	2133.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.00	95.00	1991.10	92.84	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.90	0.04	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	15.50	0.73	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	43.40	2.03	11953.10	4.28
Unknown	1.00	5.00	93.50	4.36	15831.90	5.67
Total Teaching Positions	20.00	100.00	2144.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 5, 2023, 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. 37 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 2023-24 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.

Year and month in which the data were collected

8/16/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grade: TK Three Cheers for TK , Savvas (2022) Supplement: Haggerty Phonemic Awareness Pre-K TE (2023)</p> <p>Grade: K Benchmark Advance, CA Edition 2017 (Benchmark Education Co) Supplement: Benchmark Phonics Teacher Kit (2023) Supplement: Haggerty Phonemic Awareness Kindergarten TE (2023) Benchmark Advance for ELD 2017, (Benchmark Education Co)</p> <p>Grade: 1 Benchmark Advance, CA Edition 2017 (Benchmark Education Co) Supplement: Benchmark Phonics Teacher Kit (2023) Supplement: Haggerty Phonemic Awareness Primary TE (2023) Benchmark Advance for ELD 2017, (Benchmark Education Co)</p> <p>Grade: 2 Benchmark Advance, CA Edition 2017 (Benchmark Education Co) Supplement: Benchmark Phonics Teacher Kit (2023) Supplement: Haggerty Phonemic Awareness Primary TE (2023) Benchmark Advance for ELD 2017,</p>	Yes	0%

	<p>(Benchmark Education Co)</p> <p>Grade: 3 Benchmark Advance, CA Edition 2017 (Benchmark Education Co) Supplement: Benchmark Phonics Teacher Kit (2023) Supplement: Haggerty Phonemic Awareness Primary Extension TE (2023) Benchmark Advance for ELD 2017, (Benchmark Education Co)</p> <p>Grade: 4 Benchmark Advance, CA Edition 2017 (Benchmark Education Co) Supplement: Benchmark Phonics Teacher Kit (2023) Benchmark Advance for ELD 2017, (Benchmark Education Co)</p> <p>Grade: 5 Benchmark Advance, CA Edition 2017 (Benchmark Education Co) Supplement: Benchmark Phonics Teacher Kit (2023) Benchmark Advance for ELD 2017, (Benchmark Education Co)</p> <p>Grade: 6 Benchmark Advance, CA Edition 2017 (Benchmark Education Co) Benchmark Advance for ELD 2017, (Benchmark Education Co)</p>		
Mathematics	<p>Grade: K Illustrative Math, 2022 (Imagine Learning Classroom) Supplement: Number Corners; Hand 2 Mind Center kits</p> <p>Grade: 1 Illustrative Math, 2022 (Illustrative Math)</p> <p>Grade: 2 Illustrative Math, 2022 (Imagine Learning Classroom)</p> <p>Grade: 3 Illustrative Math, 2022 (Imagine Learning Classroom)</p> <p>Grade: 4 Illustrative Math, 2022 (Imagine Learning Classroom)</p> <p>Grade: 5 Illustrative Math, 2022 (Imagine Learning Classroom)</p> <p>Grade: 6 Reveal Math Middle School Course 1, 2020 (McGraw Hill) Supplement: ALEKS 6-12 Digital License</p>	Yes	0%
Science	<p>Grade: K California Science, 2008 (MacMillan/McGraw-Hill) Supplement: Mystery Science</p> <p>Grade: 1</p>	Yes	0%

	<p>California Science, 2008 (MacMillan/McGraw-Hill) Supplement: Mystery Science</p> <p>Grade: 2 Harcourt Science (Harcourt Brace) Supplement: Mystery Science</p> <p>Grade: 3 California Science, 2008 (MacMillan/McGraw-Hill) Supplement: Mystery Science</p> <p>Grade: 4 California Science, 2008 (MacMillan/McGraw-Hill) Supplement: Mystery Science</p> <p>Grade: 5 California Science, 2008 (MacMillan/McGraw-Hill) Supplement: Mystery Science</p> <p>Grade: 6 Focus on Earth Science, 2008 (McGraw-Hill) Supplement: Science Weekly</p>		
History-Social Science	<p>Grade: K Reflections – Our World, Now and Long Ago 2006 (Harcourt) Supplement: Studies Weekly</p> <p>Grade: 1 Reflections – A Child's View 2006(Harcourt) Supplement: Studies Weekly</p> <p>Grade: 2 Reflections – People We Know 2006 (Harcourt) Supplement: Studies Weekly</p> <p>Grade: 3 Reflections – Our Communities 2006 (Harcourt) Supplement: Studies Weekly</p> <p>Grade: 4 Reflections – A Changing State 2006 (Harcourt) Supplement: Studies Weekly</p> <p>Grade: 5 Reflections – Making a New Nation 2006(Harcourt) Supplement: Studies Weekly</p> <p>Grade: 6 Reflections – Ancient Civilizations 2006 (Harcourt) Supplement: Studies Weekly</p>	Yes	0%

School Facility Conditions and Planned Improvements

The district's maintenance department inspects Stallings Elementary School's on an annual basis in accordance with Education Code §17592.72(c)(1). Corona Norco Unified School District uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs.

The most recent school inspection took place on 4/20/2023. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2022-23, all restrooms were fully functional and available for student use at the time of the inspection.

Year and month of the most recent FIT report

4/20/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces	X			RM B 13: 4. WATER STAIN CEILING TILES RM B 14: 4. CEILING TILES HAVE HOLES RM C 11: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER RM P 21: 4. WATER STAIN CEILING TILES RM P 25: 4. WATER STAIN CEILING TILES/ CEILING TILE HAS HOLE RM P 26: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			RM B 18: 7 WATER STAIN IN LIGHT DIFFUSER RM C 11: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER RM C 7: 7. WATER STAIN IN LIGHT DIFFUSER
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			P LIBRARY: 11. PAINT IS CHIPPING ON EAVES
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			RM P 23: 14 TRIP HAZARD AT ASPHALT CEMENT SEAM

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	43	33	55	54	47	46
Mathematics (grades 3-8 and 11)	38	29	38	39	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	293	286	97.61	2.39	32.52
Female	133	130	97.74	2.26	39.23
Male	160	156	97.50	2.50	26.92
American Indian or Alaska Native	--	--	--	--	--
Asian	12	10	83.33	16.67	--
Black or African American	30	29	96.67	3.33	27.59
Filipino	--	--	--	--	--
Hispanic or Latino	203	199	98.03	1.97	28.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	37	37	100.00	0.00	45.95
English Learners	75	69	92.00	8.00	4.35
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	254	250	98.43	1.57	32.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	45	100.00	0.00	6.67

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	293	290	98.98	1.02	28.97
Female	133	130	97.74	2.26	30.00
Male	160	160	100.00	0.00	28.13
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	33.33
Black or African American	30	28	93.33	6.67	17.86
Filipino	--	--	--	--	--
Hispanic or Latino	203	202	99.51	0.49	25.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	37	37	100.00	0.00	45.95
English Learners	75	74	98.67	1.33	6.76
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	254	252	99.21	0.79	27.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	45	100.00	0.00	4.44

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	22.06	27.63	32.51	33.61	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	83	82	98.80	1.20	25.61
Female	38	37	97.37	2.63	24.32
Male	45	45	100.00	0.00	26.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	9.09
Filipino	--	--	--	--	--
Hispanic or Latino	53	52	98.11	1.89	21.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	58.33
English Learners	20	19	95.00	5.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	76	100.00	0.00	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	0.00

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99%	99%	99%	99%	99%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement
<p>The 2023-2024 school year brought Stallings an additional 130 students with a boundary change. Our added students meant additional families coming to our various gatherings.</p> <p>We were excited to fully bring back all of our traditional events & gatherings and new ones this school year. We held: Family Literacy Fridays, Trunk or Treat, Santa’s Breakfast, Turkey Feast, Family Smores Night, Harvest Festival for Tk and Kinder, Movie Night, Talent Show.</p> <p>Our Family Literacy Fridays occur the first Friday of every month. Parents/families join us for reading in their child(ren)’s classroom for the first 15 minutes of the morning. This includes siblings. Parents read to their own children, as well as others whose families cannot make it, in the classroom. Sometimes, teachers spend this time showing important strategies or giving ideas to help parents with their child’s reading at home. After reading in the classroom, we open our multi-purpose room for treats, coffee, and learning for our families. This goes on for 30 minutes. Some of the topics we covered or will cover include: Presentation on Drug and Alcohol use amongst children; Social Media Awareness & how to support your child(ren), AVID strategies and Notebook expectations (with students as models sharing with families), Benchmark, & Illustrative support for families- including math manipulatives (center) practice & giving books to our families to take home; How to support your child with completing homework; Free community services for families; Testing and what this means (SBAC, ELPAC, FastBridge), and Health & Wellness.</p> <p>Trunk or Treat allows families & the community to come and see our staff (and cars) decorated, receive candy, parade our costumes & earn a prize in our pumpkin carving contest; Santa’s Breakfast is filled with fun, games, pancakes, and pictures with Santa. Our Stallings Band plays for our families to kick off the morning. Along with this special event, we have our Giving Tree. Our Giving Tree allows families who have extra to spare, to bless other families who do not. This includes our staff. Staff members and some families donate toys, clothing, and food to give other family members a brighter Christmas; Other Family Nights include spending time together with talking, sharing, eating snacks, playing games, watching a movie and connecting.</p> <p>Our assemblies/other activities include include: Awards, STEAM activities, Holiday Show, Talent Show, What If Week, and Day of Awesomeness.</p>

2023-24 Opportunities for Parental Involvement

Our committees give parents an opportunity to join in shared decision making and ask questions about Stallings and/or their own child(ren):

STAR Squad Juniors- Are our Student campus leaders. They assist students at recess, plan spirit days, discuss how better to attendance with families.

Other Parent committees include: English Learner Advisory Council-English Language Advisory Council Meets 4 times a year. It is led by the Assistant Principal

Parent Teacher Association - PTA Board is composed of parents, staff , and Administration. We meet many times throughout the year.

School Site Council- SSC Board is composed of parents, staff, and community members & is led by the Principal.

Title I Parent Meetings-Advises parents about what being a part of a Title I school means.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	575	554	193	34.8
Female	265	254	91	35.8
Male	310	300	102	34.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	2	100.0
Asian	27	25	4	16.0
Black or African American	52	49	20	40.8
Filipino	8	7	2	28.6
Hispanic or Latino	385	373	130	34.9
Native Hawaiian or Pacific Islander	4	4	4	100.0
Two or More Races	8	6	3	50.0
White	80	79	25	31.6
English Learners	169	162	53	32.7
Foster Youth	6	6	2	33.3
Homeless	9	9	6	66.7
Socioeconomically Disadvantaged	492	479	174	36.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	97	92	45	48.9

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.10	1.22	0.14	3.31	4.75	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.01	0.17	0.15	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.22	0
Female	0.38	0
Male	1.94	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.56	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.25	0
English Learners	1.18	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.22	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.06	0

2023-24 School Safety Plan

The Stallings Elementary Comprehensive School Site Plan was developed 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 people procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The most recent school safety plan was reviewed, updated, and discussed with school staff.

School safety is a top priority at Stallings Elementary. The Safety Committee met on August 28, 2023, to discuss updates needed to the existing School Safety Plan. The Comprehensive School Safety Plan for Stallings encompasses all areas of student safety, including policies and procedures for emergency response, child abuse reporting procedures, and progressive discipline guidelines used by the district. This comprehensive safety plan ensures the physical and emotional safety of students. The comprehensive school safety plan was approved for the 2023-2024 school year on September 12, 2023. Updates were made on the major components in the safe school plan include: Staff updates, school site map, emergency preparedness teams, and emergency procedures. The safety committee will meet between 4-5 times throughout this to discuss needs and best practices. The comprehensive school safety plan was presented to the certificated staff on October 12, 2023. Feedback from staff was gathered after the district wide disaster drill and discussed at a following safety committee meeting on October 31, 2023. The safety committee will continue to monitor school safety and make recommendations and updates to the comprehensive plan throughout the school year.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	2	
1	38	1		1
2	23	1	1	
3	23	1	2	
4	11	4	2	
5	27	1	2	
6	21	2	1	
Other	19	1	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3		
1	33		2	1
2	21		3	
3	29		2	
4	34			2
5	34			2
6	28		3	
Other	8	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	0	3	0
1	28	0	2	1
2	25	0	3	0
3	22	0	3	0
4	33	0	1	1
5	30	0	2	0
6	31	0	2	0
Other	14	2	1	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,848	4,366	7,831	116,905
District	N/A	N/A	8,495	\$106,121
Percent Difference - School Site and District	N/A	N/A	-1.1	12.3
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	12.5	31.2

Fiscal Year 2022-23 Types of Services Funded

In addition to receiving funding from local, state, and federal sources for special education and the base educational program, this school received various supplementary state and federal funds during the 2022-23 academic year. These funds include:

- State Local Control Funding Formula Supplemental & Concentration Grants, which aim to enhance services for students from low-income backgrounds, English learners, and foster youth.
- Title I funds.

Detailed information pertaining to the allocation of these funds and the corresponding services and initiatives can be found in the School Plan for Student Achievement and the District Local Control Accountability Plan.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$66,699	\$55,550
Mid-Range Teacher Salary	\$90,347	\$80,703
Highest Teacher Salary	\$124,697	\$109,418
Average Principal Salary (Elementary)	\$138,115	\$137,703
Average Principal Salary (Middle)	\$143,108	\$143,760
Average Principal Salary (High)	\$150,351	\$159,021
Superintendent Salary	\$320,309	\$319,443
Percent of Budget for Teacher Salaries	37.85%	30.35%
Percent of Budget for Administrative Salaries	4.79%	4.87%

Professional Development

All training and curriculum development activities at Stallings Elementary School revolve around the California State Standards. 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. Stallings Elementary School supports ongoing professional growth throughout the year. Teachers meet with department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. Stallings Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides and educators 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.

Professional Learning is aligned to the CNUSD Strategic Plan and must have an area of focus in order to be financially supported at the district level. Academic Excellence, Student Well-Being, Equity, and Effective Governance are the four target areas of the Strategic Plan.

1. In 2021-2022, CNUSD had 272 professional learning titles with 737 sessions lasting from 1- 8 hours. CNUSD logged 11,718 staff members attending sessions throughout the year.

In 2022-2023, CNUSD had 265 professional learning titles with 671 sessions ranging from 1- 8 hours, depending on the training and the setting. CNUSD logged 11,512 staff members attending sessions throughout the year.

For 2023-2024, CNUSD plans 315 professional learning sessions ranging from 1-8 hours for certificated and classified. This includes several training sessions accessed by every educator during teacher training days.

2. Districtwide staff development topics - The focus for professional learning has been first best instruction, family and school partnerships, positive school environment and systems leadership and collaboration.

2021-2022 Additional Topics included:

- Curriculum: Curriculum planning based on priorities in all content areas, Utilizing Read 180, Studies Weekly implementation training RAZ Kids implementation, envision 2020 math materials update, HMH Math 180 program, K-8 Math adoptions, 9-12 Science Adoptions, Science of Reading strands, CTE, Number Corners,

Professional Development

- Social Emotional Learning: Restorative Practices, Building Belonging, Community Circles Capturing Kids Hearts program, Science of Forgiveness, SEL as the Onramp for Academic Success, Mental Health for Paras, Better Together - SEL and Academics; BREATHE training for Classified staff, Thrive Youniversity SEL training, MTSS Reboot, Tier II Refresh,
- Technology Tools: Google (Classroom, Slides, Docs, Forms), Discovery Education tools, Device Management for successful 1:1 implementation, NearPod tools, Screencastify: Amplifying and Celebrating Student Expression, Canvas, Google Suite,
- DLI/EL Strategies: Mandarin planning and collaboration, STEMScopes for DLI teachers, EL Contact meetings/trainings, Ellevation program, Integrated and Designated EL Strategies, ELPAC Administration and Scoring, DLI planning and collaboration,
- Special Education: Steps to Advance implementation, Orton-Gillingham strategies, Communication Severity Scales with Speech Language Pathologists, Identifying Students At-Risk for Reading Difficulty, Introduction to Autism for General Education Staff, CPI training, Dyslexia, Inclusion,
- Assessment: : Accessing FastBridge Assessments, Reading FastBridge Reports, Next Steps with FastBridge Data, ELPAC Administration and Scoring; Instructional Data Lead Cohort, eduCLIMBER,
- Management/District Procedures: Attendance Reports, Truancy Training, Cognitive Coaching, Restorative Practices,
- Extended Learning: Summer Boost training
- Health and Wellness: Fentanyl Education

2022-2023 Additional Topics Included:

- Curriculum: Science of Reading Word Recognition Strands and Small Group Instruction, Heggerty, K-8 Math Implementation; 9-12 Science Implementation; 7-8 Science Textbook Adoption, 7-12 World Language Textbook Adoption, 7-12 History Social Science Textbook Adoption, 9-12 Elective Science Textbook Adoption; Number Corners, Universal Design for Learning, Special Program Collaboration (IB, UMOJA),
- Social Emotional Learning: Leadership Blueprint, Capturing Kids Hearts, SALT training, MTSS Reboot
- Assessment: Accessing FastBridge Assessments, Reading FastBridge Reports, Next Steps with FastBridge Data, ELPAC Administration and Scoring; Instructional Data Lead Cohort, eduCLIMBER,
- Technology Tools: Nearpod, Canvas, Website, Imagine MyPath
- DLI/EL Support: DLI Planning and Collaboration, Designated ELD Collaboration, PROMESA, DLI Steering Committee, iLIT support
- Special Education Support: IEP note-taking, IEP procedures, SCIA assessments, SPED Procedures. Orton-Gillingham, Accommodations or Modifications,
- Management/District Procedures: Attendance Policy, Discipline procedures, SEIS training, Payroll, Facility Usage, Cybersecurity, HR info, Financial Training, Q (SIS) training, Transportation, Maintenance,
- District Event Planning and Prep: History Day, Science Fair, Math Field Day, Spelling Bee

2023-2024 Additional Topics Include:

- Curriculum: Science of Reading Language Strands, TK-2 Heggerty, K-8 Math Implementation; 9-12 Science Implementation; 7-8 Science Textbook Adoption, 7-12 World Language Textbook Implementation, 7-12 History Social Science Implementation, Number Corners, Universal Design for Learning, Special Program Collaboration (IB, UMOJA), ALEKS for math Intervention, Benchmark Phonics K-5, Read 180 for Secondary Intervention
- Social Emotional Learning: Leadership Blueprint, Capturing Kids Hearts, SALT training, MTSS Support
- Assessment: Accessing FastBridge Assessments, Reading FastBridge Reports, Next Steps with FastBridge Data, ELPAC Administration and Scoring; Instructional Data Lead Cohort, eduCLIMBER,
- Technology Tools: Nearpod, Canvas, Website, Imagine MyPath
- DLI/EL Support: DLI Planning and Collaboration, Designated ELD Collaboration, PROMESA, DLI Steering Committee, iLIT support, Biliteracy Instructional Framework
- Special Education Support: IEP note-taking, IEP procedures, SCIA assessments, SPED Procedures. Orton-Gillingham, Accommodations or Modifications, Science of Reading in SPED
- Leadership: Cognitive Coaching, Teacher on Special Assignment / Program Specialist Seminar, Communications for Leaders,
- Management/District Procedures: Attendance Policy, Discipline procedures, SEIS training, Payroll, Facility Usage, Cybersecurity, HR info, Financial Training, Q (SIS) training, Transportation, Maintenance, Active Shooter (Safety).
- CNUSD System-Wide Expectations: Professional Learning Communities (PLC)
- District Event Planning and Prep: History Day, Science Fair, Math Field Day, Spelling Bee

3. Supplementary instruction provided - classroom coaching and modeled lessons, collaborative sessions with individual teacher and/or grade levels, instructional support website with resources and aids, office hours for teachers to pop in for quick

Professional Development

questions, curriculum units created for remote students or students out for quarantine, and staff meeting facilitation guides and training tools provided to site administration.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	63	57	