

Stallings 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	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
Website	www.cnusd.k12.ca.us/stes
County-District-School (CDS) Code	33670336084669

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

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

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.

Stallings Elementary School serves students in Transitional Kindergarten through 6th grade on a single track calendar. There are 605 students enrolled. Our diverse student population includes 77% low socioeconomic students. Additionally, 74.9% Hispanic students, 11.3% Caucasian, 6.7% African American, and 2.8% Asian. Additionally, 32.3% of students identify as English Language Learners.

In order to meet the needs of “at risk” students, all of the certificated staff have been authorized with Cross Cultural Language Acquisition Development (CLAD) supplements. Students also receive Specially Designed Academic Instruction in English (SDAIE) to assist with content area comprehension. In addition, students are identified as “at risk” through the Student Study Team. All of our students benefit from daily intervention from 9:05-9:35 in English Language Arts- WIN (What I Need). Stallings has a resource specialist, an upper Special Day Class (SDC), and a Primary Severely Handicapped (SH-Lifeskills) for students who have been identified through the IEP process. Students in our SDC and SH classes require additional services in order to meet identified academic and social needs. These needs are addressed through goals and continuous monitoring by the IEP team.

Stallings classrooms have computers for student use and teacher instruction. Classrooms are equipped with wireless connections, as well. Every teacher has a laptop or desktop and Surface Pro to personally utilize, an LCD projector, document camera, and interactive Mimio equipment and software to enhance student learning with technology. The Commons area, Pod 3, Speech & Language teacher, and Counselor also have computer access with an LCD projector for large group presentations. Each of the classrooms from Transitional kindergarten through sixth grade have at least two computers and two printers (desk top and network). The library regularly receives more book cases to hold new books. It also contains a research center, complete with internet access with four student computers.

We focus on literacy, reading comprehension, writing, and math through the Common Core state standards as a Professional Learning Community; We participate in Learning Rounds to align best practices in CLOSE Reading and small group guided reading instruction in grades K-6. We have grade level SMART Goals in Math tied to Essential Standards. We also have schoolwide SMART Goals in Reading & Writing to improve student comprehension and Informational writing skills. Also, technology, student engagement, and collaboration strategies are practiced and refined through staff development. All educational programs align with the Common Core Standards. Assessment drives curriculum and teacher instruction. Students have equal access to the core curriculum, and differentiated instruction is developed through the rigorous analysis of student work products, teacher observation, and assessment data. Teachers meet regularly to discuss student achievement and grade level concerns during our early release Wednesday schedule, called PCT (Professional Collaboration Time) and 1 1/2 hour every other week during the school day during PLC time. Temp specialists, a paraeducator, and noon supervisor rotate grade level students through PE, Metacognitive strategies, and social-emotional learning lessons while teachers collaborate.

The use of technology to access content knowledge is vital at Stallings. We have a Lenovo mini-computer cart, two iPad carts, and three Virtual Desktop Interface (VDI) Computer Labs to facilitate reading comprehension and written language fluency, prepare our students with necessary technology skills, and equip our students with taking the Smarter Balanced Assessment Consortium (SBAC) test.

In order to promote student safety, problem solving techniques continue to be taught on a consistent basis and reviewed in all classrooms. Stallings elementary School's discipline policies are based upon PBIS (Positive Behavior Support Intervention). PBIS envelopes our STAR (Safety, Teamwork, Accountable Respectful) qualities, developed by the entire staff, in a positive way to teach our students expectations. Additionally, teachers actively instruct & role-play with students essential social-emotional skills utilizing Mind Up and Tools for Success (Boys Town) skills/strategies. AVID (Advancement Via Individual Determination) compliments our students academic & social/emotional needs. Our AVID focus in Tk-6 is on Organization & Note-Taking across the curriculum. Students utilize daily binders and/or planners for organization and communication goal setting. Additionally, campus supervision is held to the highest standards. Administration, teachers, and noon supervisors monitor the campus continually to ensure safety.

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

Grade Level	Number of Students
Kindergarten	79
Grade 1	70
Grade 2	82
Grade 3	88
Grade 4	77
Grade 5	87
Grade 6	94
Total Enrollment	577

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	8.3
American Indian or Alaska Native	0.3
Asian	2.8
Filipino	1.2
Hispanic or Latino	73
Native Hawaiian or Pacific Islander	1.6
White	11.3
Two or More Races	1
Socioeconomically Disadvantaged	77.1
English Learners	29.5
Students with Disabilities	12.3
Homeless	

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	27	26.5	25.4	2210
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	101

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

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

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

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Benchmark Education, Benchmark Advance 2013 Cengage Learning, Reach Level A 2014 Pearson, Opening the World of Learning	Yes	0
Mathematics	Math-Pearson 2 Envision Math 2016 K-2, Math-Pearson EnVision Math California Common Core 2015 Grade 3-6, Math Teacher Supplemental Materials Heinemann Grade 3-5, Grade 6 Envision Math 2009 & Connected Mathematics,	Yes	0
Science	2008 Macmillan/McGraw-Hill, California Science	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	2006,2007 Social Studies California Reflection-Harcourt, Kinder Social Studies Our World Now and Long ago, Grade 1 Social Studies Harcourt A Childs View, Grade 2 Social Studies Harcourt People we Know, Grade 3 Social Studies Harcourt Our Communities, Grade 4 Social Studies Harcourt California: A Changing State, Grade 5 Social Studies Harcourt, The United States: Making New Nation, Grade 6 Social Science Harcourt Ancient Civilization,	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Stallings Elementary School's original facilities were built in 1972; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Installation of electronic marquee
- Installation of secure fencing around the front of the school
- Installation of new country flooring and sink in handicap classroom
- Installation of five security cameras

2017-18 Improvements in Process:

- Carpet Replacement where needed
- Tile replacement where needed

Every morning before school begins, the custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Stallings Elementary School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- General grounds maintenance
- Office area cleaning
- Restroom cleaning

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

- Classroom cleaning
- Cafeteria cleanup
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 4/3/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	MPR: 4. WATER STAIN CEILING TILES RM B 15: 4. SMALL WATER STAIN CEILING TILES RM P 19: 4. WATER STAIN CEILING TILES 14. CEMENT AND ASPHALT ARE CRACKED ON WALKWAY/ TRIP HAZARD RM P 20: SMALL WATER STAIN CEILING TILES RM P 21: 4. WATER STAIN CEILING TILES 15. DOOR STOP IS BROKEN ON DOOR RM P 22: 4. WATER STAIN CEILING TILES RM P 24: 4. WATER STAIN CEILING TILES RM P 25: 4. WATER STAIN CEILING TILES RM P 26: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	RM B 18: 7. WATER STAIN IN LIGHT DIFFUSER RM C 7: 7. WATER STAIN IN LIGHT DIFFUSER
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	P LIBRARY: 11. PAINT IS CHIPPING ON EAVES 14. TRIP HAZARD AT ASPHALT CEMENT SEAM
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	P LIBRARY: 11. PAINT IS CHIPPING ON EAVES 14. TRIP HAZARD AT ASPHALT CEMENT SEAM RM B 16: 14. TRIP HAZARD ON COURTS RM P 19: 4. WATER STAIN CEILING TILES 14. CEMENT AND ASPHALT ARE CRACKED ON WALKWAY/ TRIP HAZARD RM P 23: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	38	43	61	61	50	50
Mathematics (grades 3-8 and 11)	30	36	46	47	38	39

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	342	336	98.25	1.75	43.15
Male	179	178	99.44	0.56	38.20
Female	163	158	96.93	3.07	48.73
Black or African American	25	25	100.00	0.00	44.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	266	260	97.74	2.26	40.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	30	30	100.00	0.00	60.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	275	269	97.82	2.18	37.55
English Learners	140	136	97.14	2.86	34.56
Students with Disabilities	41	41	100.00	0.00	9.76
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	341	339	99.41	0.59	35.99
Male	179	178	99.44	0.56	34.27
Female	162	161	99.38	0.62	37.89

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	25	25	100.00	0.00	36.00
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	266	264	99.25	0.75	33.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	30	30	100.00	0.00	53.33
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	274	272	99.27	0.73	31.62
English Learners	139	139	100.00	0.00	32.37
Students with Disabilities	41	41	100.00	0.00	7.32
Students Receiving Migrant Education Services					
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	26.7	16.7	6.7

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through automated telephone messages, electronic messages, the school website, teacher newsletters, PTA newsletters, periodic principal letters, Coffee with the Principal meetings, and Facebook. Contact the school office at (951) 736-3249 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone
Classroom Helper
Library Assistant
Watch D.O.G.S (Dads of Great Students)
WIN (Intervention Time)
PTA Events
Family Nights

Committees

English Learner Advisory Council
Parent Teacher Association
School Site Council

School Activities

Family Nights
Parenting Classes
Student Performances
Family Literacy Fridays
Rosetta Stone Classes
Talent Shows
Santa's Breakfast
Music and Band Performances
Back to School Night/Open House

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	0.4	0.6	0.6	2.9	2.9	3.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	1	3		18	4			20	2	2	
1	29		3		24		3		22		3	
2	25		2		21	3	1		26		3	
3	22	1	4		21	1	3		25	1	3	
4	29		3		28		3		24		3	
5	32		2	1	31		3		29		3	
6	24	1	3		28	1		3	25	1	3	
Other**												

*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*	1154.0

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

Student Support Services Staff (School Year 2018-19)

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9221.885522	2090.837575	7131.047948	102,281.62
District	N/A	N/A	\$6,293	\$97,905.00
Percent Difference - School Site and District	N/A	N/A	12.5	4.4
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-5.1	21.5

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

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

Types of Services Funded (Fiscal Year 2018-19)

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

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

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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

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

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

Professional Development (Most Recent Three Years)

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

Stallings Elementary staff believes in our Mission: With purpose and dedication, we all work to ensure Stallings students thrive today to become successful contributors of society tomorrow; And our Vision: Stallings will be prominently regarded as a place for high student achievement and engaged community involvement.

Our foundation is built on the tenets of a Professional Learning Community. All staff meetings and professional development support our focus through information, communication, collaboration, and continued learning in order to give our students what they need both academically and social-emotionally. The following includes information regarding our site focus and professional development & learning over the past three school years. We continue to refine the process of data gathering, monitoring, discussing & collaborating to improve instruction through a cyclical process:

2016-2017

- Our academic focus to improve students' overall achievement included:
- created SMART (Strategic, Measureable, Attainable, Results-Oriented, Time bound) goals in ELA and Math. Grade level teams looked at SBAC, CFA's, Envision/CMP3, Benchmark (adoption year) assessments and Running Record data. Grade levels chose the goals based on the data and CCSS (essential standards) in ELA & Math. This was done each trimester. Pre and Post assessments were given, along with CFA's to check progress along the way. Students making their SMART Goal(s) (between 70-80%, depending on the grade level, or 20% growth from pre to post in grades 3 -6; Sight words, and/or Running Records & Basic fact mastery in grades k-2) received an award.
- created a school wide SMART Goal in Informational Writing (2015-2016 was Narrative); Writing assessments were given 3 times a year; staff shared & discussed expectations of teacher & student in small groups, vertically in teams, and as an entire staff.
- OnPoint technology training in developing engaging CCSS lesson, accessing portal to incorporate technology into lessons
- Our social emotional focus included:
- created a PBIS team to begin exploring how to implement this into our site
- Buddy Bench utilized to assist students who needed support
- SEE : Students Empowering Empathy- Students taught empathy through exercises and exploration
- Conferences attended to support our focus:
- PLC (continuous over the past 5 years)
- PBIS (small group of certificated & classified)
- AVID summer Institute (leading into 2017-2018 school year)
- Additional support for staff::
- 35th day conferences are held as grade level teams. Principal discussed needs, growth & expectations by grade level teams.
- We held Data Team meetings 3 times a year (end of each trimester). Principal, AP, and TSA met with each grade level for 2 hours to discuss student progress/needs academically and/or social-emotionally. The data we looked at depended on the grade level: SBAC by teacher & grade level, Running Record, end of trimester SMART Goals in ELA & Math, iReady standards mastery or Diagnostic.
- Two Temporary Specialists and a Paraeducator conduct lessons with students Monday- Friday (not Wednesdays) from 1:45-3:00 to allow grade level teams additional collaboration time twice a month
- Grade level teachers received 2 days a year of additional collaboration time and/or 2 Saturdays with paid curriculum rate
- Site TSA conducted a staff training and in-class support to teachers on implementing new Benchmark lessons.
- 3 staff meetings and 1 PCT were devoted to discussing, learning, and sharing positives & struggles of Benchmark adoption
- Staff meetings to include how to read, understand, and make goals for Distance from Level 3 data (SPSA & LCAP Goals) in ELA & Math

2017-2018

- Our academic focus to improve students' overall achievement included:
- Stallings Leadership Team worked 10 days with InnovateEd to select an academic focus. We looked at SBAC Claim data, ELA SBAC data, iReady trend data, AR/STAR trend data to come up with our focus to improve reading comprehension in K-6 by CLOSE Reading and Annotating, as a place to start
- created SMART (Strategic, Measureable, Attainable, Results-Oriented, Time bound) goals in ELA and Math. Grade level teams looked at SBAC, CFA's, Envision/CMP3, Benchmark assessments and Running Record data. Grade levels chose the goals based on the data and CCSS (essential standards) in ELA & Math. This was done each trimester. Pre and Post assessments were given, along with CFA's to check progress along the way. Students making their SMART Goal(s) (between 70-80%, depending on the grade level, or 20% growth from pre to post in grades 3 -6; Sight words, and/or Running Records & Basic fact mastery in grades k-2) received an award.
- created a school wide SMART Goal in Informational Writing: 80% of students will score at least a 3, or show at least a 1 point growth from T1 to T3, on an essay.; Writing assessments were given 3 times a year; staff shared & discussed expectations of teacher & student in small groups, vertically in teams, and as an entire staff.
- teachers trained in utilizing Metacognitive strategies for upper grade teachers to use in Literacy Circles during our school wide Intervention called WIN (What I Need). Primary teachers utilize progression through foundational reading skills for WIN. All students receive what they need in reading instruction during WIN from 9:05-9:35 every day.
- AVID: Our focus was binder organization with an emphasis on signatures & communication; AVID note taking in ELA was introduced
- Staff meetings to include how to read, understand, and make goals for Distance from Level 3 data (SPSA & LCAP Goals) in ELA & Math
- Our social emotional focus included:
 - PBIS: STAR Squad team worked to glean feedback & support from all of our staff all members
 - SEE: Students Empowering Empathy- Students taught empathy through exercises and exploration
- Conferences attended to support our focus:
 - PBIS
 - AVID summer Institute
 - Additional support for staff:
- 35th day conferences are held as grade level teams. Principal discussed needs, growth & expectations by grade level teams.
- We held Data Team meetings 3 times a year (end of each trimester). Principal, AP, and TSA met with each grade level for 2 hours to discuss student progress/needs academically and/or social-emotionally. The data we looked at depended on the grade level: SBAC by teacher & grade level, Running Record, end of trimester SMART Goals in ELA & Math, iReady standards mastery or Diagnostic.
- Two Temporary Specialists and a Paraeducator conduct lessons with students Monday- Friday (not Wednesdays) from 1:45-3:00 to allow grade level teams additional collaboration time twice a month
- Grade level teachers received 2 days a year of additional collaboration time and/or 2 Saturdays with paid curriculum rate
- Josie Javens conducted on-site Benchmark training for teachers in grades k-4
- District/Title TSA came to 2 staff meetings and 1 PCT to instruct, then follow up with effectively utilizing Metacognitive strategies
- 2 PBIS Rewards trainings were offered before school to teachers interested in piloting & offering feedback and support to other staff members
- All certificated & classified staff attended 5 day together to connect with one another and understand how focus is connected to Mission & Vision
- STAR Squad team (PBIS Tier 1) given 5 1/2 day collaborating days to plan, decide, move site forward
- Leadership team given (not related to InnovateEd) 2 collaboration days to plan, design, refine school focus
- RCOE AVID trainer conducted 2 trainings during staff meetings

2018-2019

- We derived at our focus through multiple data sources at various times. I refined our process in 2018 - 2019. All teams, known as the Magnificent 7, were created to support our Mission & Vision which supports our instructional/academic and social-emotional goals. The Teams are: Leadership team (Instructional Focus), PBIS (STAR Squad)Tier 1, PBIS (STAR Squad)Tier 2, STAR Squad Juniors (student PBIS leadership team), Data-SST team, AVID team, Parent Engagement team.
- I met with CNUSD ELA TSA & Math TSA in summer and loosely planned PD (solidified calendar dates) for this school year. Our academic focus to improve students' overall achievement includes:
- CLOSE Reading and Annotating: InnovateEd continued working with Leadership Team, as the Instructional Focus leaders. Leadership team will work with InnovateEd 4 full days while partnering with district TSA (next bullet)
- district TSA. & Leadership team planning a cohesive way to deliver CLOSE reading and Annotation & accompanying rubric for data at each grade level; District TSA is also working with all grade levels on refining Guided Reading in primary and implementing Guided Reading in upper via Benchmark's Reader's Workshop. The process is Learning Rounds: Plan, discuss, model lessons (TSA), discuss, implement (teachers) then cycle continues again.
- created SMART (Strategic, Measureable, Attainable, Results-Oriented, Time bound) goals in Math. Grade level teams looked at SBAC, CFA's, Envision/CMP3 assessments. Grade levels chose the goals based on the data and CCSS (essential standards) in Math. This is done each trimester. Pre and Post assessments are given, along with CFA's to check progress along the way. Students making their SMART Goal(s) (between 70-80%, depending on the grade level, or 20% growth from pre to post.
- changed our ELA SMART Goal this year. Rather than have them vary by essential CCSS by grade level, our goal is to improve reading comprehension, as outlined in our SPSA & LCAP goals. In grades Tk-2 the SMART Goal progresses from recognizing letter sounds, to sight words, then Running Record levels. For grades 3 -6 it is growing 50% or more on iReady Diagnostic Growth Report or is at grade level or is at grade level.
- AVID: Our focus continues to be binder organization with signatures. We have an AVID Accountability room to support students who struggle with either/both. Also, we are continuing AVID note taking across the curriculum. Several staff meetings include teacher shared AVID strategies (binder organization, managing checking of daily signatures, note-taking on Google docs, various cheers.
- continuing with our school wide SMART Goal in Informational Writing; 80% of students will score at least a 3, or show at least a 1 point growth from T1 to T3, on an essay. Writing assessments are given 2 times a year; staff share & discuss expectations of teacher & student in small groups, vertically in teams, and as an entire staff. * 2 PCT's devoted to continuous improvement of Informational writing tied to our school wide SMART Goal. Teachers share below, at above at each grade level & define expectations to vertically align & prevent unnecessary review.
- Math - Focus on CLOSE Reading and Annotating, MPS 1 and 6 broad range focus. The process is Learning Rounds: Plan, discuss, model lessons (CNUSD Math TSA), discuss, implement (teachers) then cycle continues again.
- Our social emotional focus includes:
- PBIS: Branched off with 2 additional committees; All teachers are using PBISRewards
- purchased Mind Up curriculum for social-emotional teaching. All teachers provided a teacher-made curriculum map to support teaching.
- Added an additional counselor to support additional classroom presentations and small social-emotional skills groups
- Conferences attended to support our focus:
- PBIS
- AVID summer Institute
- PLC/RTI
- Additional support for staff:
- 35th day conferences are held as grade level teams. Principal discussed needs, growth & expectations by grade level teams.
- ELA TSA Learning Rounds = 3 days with rotating grade levels
- ELA TSA Guided Reading training upper grade = 1 day for all teachers in grades 4 - 6 and upper SDC (grades k-3 trained by CNUSD)
- Math TSA will conduct 3 staff meetings and voluntary PCT support for additional collaboration
- Math TSA Learning Rounds = 2 days with rotating grade levels

- We will hold Data Team meetings 3 times a year (end of each trimester). Data/SST Committee Team (with principal) will meet with each grade level for 2 hours to discuss student progress/needs academically and/or social-emotionally. We also filled out SST paperwork for students to support teachers with ideas and follow through. The data we look at depends on the grade level: SBAC by teacher & grade level, Running Record, end of trimester SMART Goals in ELA & Math, iReady standards mastery or Diagnostic, AR/STAR.
- Two Temporary Specialists and a Paraeducator conduct lessons with students Monday- Friday (not Wednesdays) from 1:45-3:00 to allow grade level teams additional collaboration time twice a month
- Three PBISRewards trainings on site
- Grade level teachers received 2 days a year of additional collaboration time and/or 2 Saturdays with paid curriculum rate
- All certificated & classified staff attended 5 day together to connect with one another and understand how focus is connected to Mission & Vision
- all staff members given Energy Bus book; several staff meetings utilized to discuss & share
- PBIS Coach conducted Voluntary PCT for all staff members
- STAR Squad team (PBIS Tier 1) given 5 1/2 day collaborating days to plan, decide, move site forward
- Leadership team given (not related to InnovateEd) 2 collaboration days to plan, design, refine school focus
- RCOE AVID trainer conducted 1 training during a staff meetings and 1 visit to AVID committee meeting