

# Stallings Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Stallings Elementary School
<b>Street</b>	1980 Fullerton Avenue
<b>City, State, Zip</b>	Corona, CA 92881
<b>Phone Number</b>	(951) 736-3249
<b>Principal</b>	Tammy Strawser, Ed.D.
<b>E-mail Address</b>	tstrawser@cnusd.k12.ca.us
<b>Web Site</b>	www.cnusd.k12.ca.us/stes
<b>CDS Code</b>	33670336084669

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

### School Description and Mission Statement (School Year 2018-19)

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 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	71
Grade 1	76
Grade 2	86
Grade 3	74
Grade 4	84
Grade 5	97
Grade 6	108
<b>Total Enrollment</b>	<b>596</b>

**Student Enrollment by Group (School Year 2017-18)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	6.7
American Indian or Alaska Native	0.5
Asian	2.7
Filipino	1.3
Hispanic or Latino	75.5
Native Hawaiian or Pacific Islander	1.7
White	10.1
Socioeconomically Disadvantaged	76.2
English Learners	28.9
Students with Disabilities	11.4
Foster Youth	0.7

## 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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	27	27		26.5
Without Full Credential	0	0		0
Teaching Outside Subject Area of Competence (with full credential)	0	0		0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	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 2018-19)

**Year and month in which data were collected:** September 4, 2018

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 4, 2018, 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 2018-19 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Benchmark Education, Benchmark Advance 2013 Cengage Learning, Reach Level A 2014 Pearson, Opening the World of Learning	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	2014 Pearson, Connected Mathematics 3 2009 Scott Foresman Addison Wesley, enVision Math	Yes	0
<b>Science</b>	2008 Macmillan/McGraw-Hill, California Science	Yes	0
<b>History-Social Science</b>	2006 Harcourt School Publishers, Reflections: California Series	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

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: 10/4/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 10/4/2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	35.0	38.0	59.0	61.0	48.0	50.0
Mathematics (grades 3-8 and 11)	35.0	30.0	45.0	46.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	362	359	99.17	37.88
Male	187	185	98.93	29.19
Female	175	174	99.43	47.13
Black or African American	21	21	100.00	19.05
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	287	285	99.30	37.19
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	32	100.00	40.63
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	298	296	99.33	33.45
English Learners	149	146	97.99	31.51
Students with Disabilities	37	36	97.30	8.33
Foster Youth	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	362	360	99.45	29.72
Male	187	185	98.93	26.49
Female	175	175	100	33.14
Black or African American	21	21	100	4.76
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	288	286	99.31	30.07
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	32	100	31.25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	298	296	99.33	27.03
English Learners	150	148	98.67	27.7
Students with Disabilities	38	36	94.74	8.33
Foster Youth	--	--	--	--

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.



## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.0	25.0	8.0

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.

## 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 2018-19)

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

Burlington English Classes

SEE (Students Engaging in Empathy)

Student Council

## 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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	1.0	0.4	0.6	2.7	2.9	2.9	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.2	0.1	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	25	1	3		21	1	3		18	4		
<b>1</b>	31		2		29		3		24		3	
<b>2</b>	28		3		25		2		21	3	1	
<b>3</b>	28		3		22	1	4		21	1	3	
<b>4</b>	30		3		29		3		28		3	
<b>5</b>	26		3		32		2	1	31		3	
<b>6</b>	23	1	3		24	1	3		28	1		3
<b>Other</b>	6	1										

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

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

**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

\*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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	0	2225.042	6626.112	95567.34
District	N/A	N/A	\$6,293	\$96,620
Percent Difference: School Site and District	N/A	N/A	-5.4	4.6
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-9.8	23.3

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 2017-18)**

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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2016-17)

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	61750	47903
<b>Mid-Range Teacher Salary</b>	93809	74481
<b>Highest Teacher Salary</b>	115444	98269
<b>Average Principal Salary (Elementary)</b>	129415	123495
<b>Average Principal Salary (Middle)</b>	134095	129482
<b>Average Principal Salary (High)</b>	140885	142414
<b>Superintendent Salary</b>	360747	271429
<b>Percent of Budget for Teacher Salaries</b>	41.0	35.0
<b>Percent of Budget for Administrative Salaries</b>	4.0	5.0

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

#### Professional Development (Most Recent Three Years)

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 PBISRewards 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