



# Corona Elementary School

1140 North Corona Ave • Ontario • 909-984-6411 • Grades K-6

Sal Flores, Principal  
sal.flores@omsd.net

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year

### Ontario-Montclair School District

950 W. D Street  
Ontario, CA 91762  
(909) 459-2500

<https://www.omsd.net>

#### District Governing Board

Elvia M. Rivas- President

Kristen Brake- Vice President

Sonia Alvarado- Clerk

Sarah S. Galvez- Member

Flora Martinez- Member

#### District Administration

Dr. James Q. Hammond  
Superintendent

### School Description

Dear Students, Parents, and Community Members,

I am proud to say that I am the Principal at Corona Elementary School; home of the college bound Eagles! As the principal at a school where the students have core values of perseverance and integrity, our staff is committed to providing a superior education that challenges all students to reach their greatest academic potential and involves parents to be active and supportive in the process. I am honored to work with families and a devoted staff that work everyday to make Corona Elementary a great school. The Corona campus is clearly defined as a college bound culture with each class adopting a university to represent. We work diligently to assure our students that they can and will be prepared for college and career success.

At Corona, we maintain high academic standards for all students and are fully implementing the Common Core State Standards for instruction. Teachers are highly trained and well prepared for the increasing rigor and deeper content knowledge instruction that takes place in every classroom. Our students are learning how to be involved, inquiry based learners ready for university success and prepared for the 21st century global economy.

I can confidently say that Corona Elementary is truly a special place full of wonderful, caring adults who daily work to meet each child's needs as a whole. Please feel free to send me an email, call, or stop by the office if you ever have a question or concern.

Sincerely,

Dr. Sal Flores, Principal

Corona Elementary

Contact

Corona Elementary

1140 North Corona Ave.

Ontario, CA 91764-2626

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**Mission Statement**

Corona Elementary School will provide a superior education that challenges and supports all students to reach high standards of academic excellence. Goals/Objectives

- All students will achieve English Language proficiency as assessed by continuous multiple measures.
- All students will meet or exceed Common Core State Standards in English Language Arts and Math by the end of each academic year as assessed using multiple measures.
- All students will SOAR (be Safe, Organized, Accountable, and Respectful) in a safe and nurturing environment, as assessed by continuous multiple measures.
- All students will understand the importance of attaining a higher education and will be introduced and educated in college and university opportunities for their future.
- All students will attend school on time daily.

Corona Elementary School is located at 1140 North Corona Avenue in Ontario, California. This school site is located in the northeastern portion of Ontario. The campus was established in 1964 and the main office building was originally completed in 1967. A recent refurbishing of the front of the school and the administrative office makes the school welcoming and hospitable to the families and children that we serve. The campus has multiple outdoor eating areas, as well as an outdoor stage. In addition, we have a multipurpose room, which includes a large kitchen, eating area, and stage.

Corona Elementary School services approximately 500 students in transitional kindergarten through grade five. Our school also has two pre-school classes on campus. Corona serves special education students in a blended classrooms that combines three upper-grade grade levels. In addition, we provide RSP support for special education students in the mainstream general education classes. Speech and language services and a school psychologist are also regularly on campus for special education support.

More than 65 adults work at Corona Elementary in a variety of capacities. There are 19 regular classroom teachers, along with three special education teachers.

Corona's administrative and support staff include the principal, elementary administrator, instructional coach, a part-time nurse, part-time psychologist, and part-time speech and language specialist. The classified staff is comprised of office and clerical staff members, a health aide, eight instructional assistants, food service workers, and custodians.

All students at Corona Elementary School participate in a federally funded breakfast and lunch program. Additional categorical funds support after-school library or computer lab programs that are offered after dismissal. In addition, Corona hosts a monthly Attendance Make Up Academy for students who have had regular school day absences. All of Corona's extended learning tutorials are standards-based and address the needs of students in the areas of English Language Arts and mathematics. In total, these programs serve over 500 students.

Corona Elementary School also services students after school through the THINK Together Program. This program provides after-school enrichment, homework assistance, and social-emotional support for students three hours per day, five days a week. THINK Together is funded in collaboration with the THINK Together Organization and the Ontario-Montclair School District.

Corona Elementary School has earned membership to the No Excuses University Network of Schools (NEU). NEU is an organization that hosts events that promote the "Six Exception Systems," which includes interventions, data management, assessment, standards alignment, collaboration and a culture of universal achievement. Corona Elementary was recognized for their college readiness and awareness and joined many other schools across the nation that have demonstrated a similar commitment.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements 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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	91
Grade 1	68
Grade 2	75
Grade 3	84
Grade 4	83
Grade 5	85
Grade 6	1
<b>Total Enrollment</b>	<b>487</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.4
Asian	1.2
Filipino	0.2
Hispanic or Latino	94.3
White	1
Two or More Races	0.4
Socioeconomically Disadvantaged	94
English Learners	36.1
Students with Disabilities	8.6
Foster Youth	0.4
Homeless	20.9

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials for Corona Elementary	18-19	19-20	20-21
With Full Credential	23	23	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Ontario-Montclair	18-19	19-20	20-21
With Full Credential	♦	♦	925
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	11

### Teacher Misassignments and Vacant Teacher Positions at Corona Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	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 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: August 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-6 Wonders (McGraw-Hill) - Adopted 2016  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	TK-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program. K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards.  *TK mathematics materials are from the most recent local adoption. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	TK- Big Day Houghton-Mifflin- Adopted 2016 K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-5 California Vistas (Macmillan/McGraw-Hill) - Adopted 2006* 6-8 My World Interactive (Pearson) - Adopted 2018  *K-5 History/Social Science materials are not from the most recent state adoption; however, the district has determined through local review that the materials are still aligned to current state standards.  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Foreign Language	Spanish II S, High School Credit Course, Vista, Imagina, 4th Edition, adopted May 2020 Spanish for Native Speakers, McDougal Littell, Tu Mundo, 2008, adopted July 2008 Beginning Spanish, Prentice Hall, Realidades, 2008, adopted July 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984 <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0%
Visual and Performing Arts	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008 6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science Laboratory Equipment	N/A <b>Percent of students lacking their own assigned textbook:</b> 0%

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

## School Facility Conditions and Planned Improvements (Most Recent Year)

No findings to report. No sites in the district were open for in-person learning therefore facilities inspections were not conducted. Inspections will take place once sites re-open for in-person learning.

### General Description

Corona Elementary School was built in 1964 with various additions to permanent structures completed in 1967. Our school has adequate space for teaching and learning which includes 34 classrooms. There are three permanent classroom wings. In addition, Corona has 13 portable classrooms that were installed between the years of 1968 and 2008. One of these portables is the school library that also provides a space for instructional purposes when needed. The main office building includes the front office, principal's office, elementary administrator's office, health office, conference room, work room and staff lounge. Two small storage rooms on the campus have been renovated and turned into a small classroom and additional office space.

Corona has a large field and four different areas with adequate playground equipment to allow for positive student engagement. We have 8 student restrooms; all with toilets and sinks in proper working conditions. During the 2007-2008 and 2008-2009 school years, Corona underwent a modernization project that addressed California State Code Accessibility by providing accessible restroom facilities, working space and sinks in classrooms, drinking fountains, paths of travel including ramps and curb cuts, passenger loading zones, bus drop-off, parking, and signage. Panic hardware was installed on doors, and new door thresholds were also part of this project.

Our school facility offers a positive learning environment will fully functioning lighting, heating and cooling systems, and noise negation. Internet access is available in all offices and classrooms. Each primary grade classroom has between four and six student computers. The upper grade classrooms each have their own computer cart with individually-assigned student computers. All Corona classrooms have a Smartboard, document camera, and printer. The district Information Services Department maintains a content filter for all Internet traffic, including E-mail, in accordance with the Children's Internet Protection Act (CIPA) guidelines.

### Student Safety

Students are supervised immediately before and after school by staff. All students, parents, and other visitors enter the school through the front gates each morning. All visitors must check in at the front office and wear a visitor's badge to show proof that they have come through the office. District employees and substitutes all wear district-issued identification badges. Students who are leaving early must be checked out through the front office by parents or guardians. All staff members are diligent about being aware of adults on campus at all times. Visitors without badges are escorted to the office.

### Maintenance and Repair

The district governing board has adopted cleaning standards for all schools in the district. Corona Elementary School is maintained in a manner that assures it is clean and that all facilities are in good working order. The district works with custodial staff to develop cleaning schedules that ensure all classrooms, offices, and restrooms are cleaned daily. Restroom checks are done periodically throughout the school day. Staff and students work to maintain an orderly, clean, graffiti and litter-free school of which all can be proud.

The district takes great efforts to ensure that all schools are clean, safe, and functional. Site and district maintenance and grounds staff make sure that the work necessary to keep the school in good repair and aesthetically pleasing is completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The floors, walls, and plumbing are all in good shape.

The district's Operations Department conducts an annual in-depth evaluation of each school to determine the condition of the facilities and identify situations that need maintenance, repair, or an upgrade. The district uses a facility survey instrument developed by the State of California Office of Public School Construction to assist with the data gathering during the inspections. All findings are shared with the principal and work orders for needed repairs are created at that time. The results of this survey are available at the school office or the district office.

The last state inspection mandated under the Williams Settlement was completed on December 2018. The report on this inspection was forwarded to the Superintendent of Schools. Any areas of concern noted by the team were corrected as reflected elsewhere in this report. Deficiencies listed as (remedied) were corrected at the time of inspection.

### 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 rate for each system inspected
- The overall rating

**Year and month in which data were collected: 12/2018**

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	Fair	Patch and paint around conduit penetrations; replace carpet; replace missing access panel; straighten bent ceiling grids; install missing ceiling grid runners; replace stained ceiling tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	replace stained ceiling tiles
<b>Electrical:</b> Electrical	Good	patch electrical conduit penetrations, replace missing wire mold entry, replace broken electrical plate
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	resecure fire extinguisher handle, replace handle for fire extinguisher cabinet, paint wall tiles, patch and paint restroom walls, paint conduit patches, paint doors
<b>Structural:</b> Structural Damage, Roofs	Good	replace wall siding, replace failing foundation skirting
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	repair window stops, replace construction cores
<b>Overall Rating</b>	<b>Good</b>	

## 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	41	N/A	44	N/A	50	N/A
Math	38	N/A	36	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	24	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

##### Parent Involvement

Corona School believes that parents should be involved in their child's education in as many ways as possible. Consequently, we take pride in creating multiple opportunities for parents to be involved in the school. If you are interested in participating in any of the following activities, please contact the school at (909) 984-6411.

- Coffee with the Principal: Once a month parents are invited to discuss many of the issues surrounding the school. This is a structured way of becoming informed and having your voice heard. Meetings are held in both English and Spanish. Representatives of the different parent groups including PTO, SELPAC and School Site Council provide quick updates to parents and ask for feedback. These meetings also are topic oriented. Each session includes a specific topic such as Discipline, College Awareness, How to be a Better Parent, How to Help Your Child with Homework and other topics that are taken from our school parent survey.
- School Site Council (SSC): The School Site Council is an elected decision making body of the school and is directly involved in the planning and reviewing of the school plan. At least one member serves on the District Advisory Council. Parents may run for election for open School Site Council seats on a yearly basis. These meetings are open to the public.
- Site English Learner Parent Advisory Council (SELPAC): The SELPAC advises the school on programs and services for English Language Learners. At least one member from SELPAC serves on the District English Learner Parent Advisory Committee (DELPAAC).
- Parent Teacher Organization (PTO): The PTO meets on a monthly basis to help provide support to our instructional program. The PTO is involved in helping organize school events, fundraisers and supports our school activities.
- Classroom and School Parent Volunteer Program: Corona School is well known for parent involvement and parent volunteers. We highly encourage our parent community to become involved as school volunteers. Many student events and activities would not be possible without our parent volunteer help. Classrooms have parent or community volunteers who help in many different ways throughout the year. We also have parents that help plan and coordinate school activities throughout the year. Parents wishing to volunteer must fill out an application, have a tuberculosis test (TB), go through a short training, and comply with volunteer requirements.

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**School Safety Plan (School Year 2020-2021)**

Corona Elementary School's primary goal is to maintain a safe and orderly environment for students and staff. During the 2019-2020 school year, Corona revised its disaster response plan and created new disaster response teams. The plan was reviewed again at the start of the school year in August of 2020 with the staff. The staff at Corona continually update this plan. We also organize necessary materials as appropriate and implement disaster training for all staff members.

This school holds monthly safety drills including fire drills, active shooter/intruder drills, and drop/cover earthquake drills. Corona maintains a health aide and part-time nurse to deal with student illness and emergencies.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.9	0.7	2.4	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.2	0.8	
Expulsions	0	0	0.08%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**D. Other SARC Information**

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

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	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 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (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	2

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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	25		4		25		4		23	1	3	
1	24		3		26		3		22	1	2	
2	21	1	3		26		3		21	2	1	
3	20	2	2		19	2	3		22		3	
4	31		3		28		3		26		3	
5	30		2		29		3		28		3	
6	13	1			5	1						
Other**									13	2	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.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	10.5	10.5	

The Ontario-Montclair School District (OMSD) offers research-based, on-going professional development for certificated, classified, and management employees aligned with the district's long-term goals. Professional development is designed to help employees enhance their knowledge and develop needed skills to provide quality services in order to maximize student learning and achievement. Professional development courses and programs are developed and coordinated through the district's Robert Hardy Professional Development Center as well as at our school site. The focus of all professional development is based on the instructional and management priorities in the goals and objectives of our strategic and school improvement plans. This year due to Covid, all training was conducted virtually.

Professional development at the site and district levels addresses the core curriculum, instructional strategies, standards-based instruction, and classroom management. In addition, the district level professional development includes workshop sessions and classroom support for beginning teachers (BTSA), courses for teachers working on their teaching credentials, technology training, and a variety of job-specific and mandated training for classified employees.

Corona and OMSD are implementing professional development for all teachers on the Common Core State Standards (CCSS) for English Language Arts and mathematics as well as Next Generation Science Standards (NGSS). As part of our Multi-Tiered Systems of Supports, teachers are supported in implementing classroom and Student Success Team interventions using the P4SS system. Teachers are trained to use a universal screener and are supported by the instructional coach to develop focused intervention instruction.

Corona Elementary follows district policy in the area of staff development and teacher training. Teachers meet every Monday of each month for staff development and instructional training. This training includes the latest research-based instructional methods in English Language Arts, ELD, mathematics, science, and social science. Teachers and administrators also use this time for in-depth analysis of student achievement data on state, local, and classroom assessments and benchmarks. The staff also meets on the second Tuesday of every month to plan instruction, analyze student data, and learn and discuss teaching strategies. Finally, teachers are given a planning day after each district benchmark to analyze data and collaborate on an instructional plan. This time serves as a platform for teachers to target necessary re-teach and extension activities in order to extend all students to their fullest potential.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,369	\$51,004
Mid-Range Teacher Salary	\$86,028	\$82,919
Highest Teacher Salary	\$103,764	\$104,604
Average Principal Salary (ES)	\$137,496	\$131,277
Average Principal Salary (MS)	\$140,229	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$299,676	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
Administrative Salaries	6.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

Corona Elementary uses categorical funds and state extended learning dollars to pay for afterschool programs to ensure student success. These after school classes serve at-risk students and students whose scores indicate Standard Not Met and Standard Nearly met on benchmark and standardized testing. These programs offer students additional standards-based instruction in English Language Arts and Mathematics.

#### 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.

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8000.00	\$1575.00	\$6425.00	\$91148.00
District	N/A	N/A	\$1608.00	\$91,106
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	119.9	0.0
School Site/ State	-18.7	7.9

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