

Corona Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Corona Elementary School
Street	1140 North Corona Ave
City, State, Zip	Ontario
Phone Number	909-984-6411
Principal	Sal Flores
Email Address	sal.flores@omsd.net
School Website	http://corona.omsd.net
County-District-School (CDS) Code	36 67819 6036172

2021-22 District Contact Information

District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
District Website Address	https://www.omsd.net

2021-22 School Overview

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

2021-22 School Overview

Phone: 909-984-6411
E-mail: sal.flores@omdsd.net

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 two special education teachers.

Corona's administrative and support staff include the principal, assistant principal, instructional coach, curriculum support teacher-on-assignment, intervention teacher, outreach consultant, 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 coding/robotics 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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	69
Grade 2	63
Grade 3	65
Grade 4	76
Grade 5	78
Grade 6	3
Total Enrollment	443

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.9
American Indian or Alaska Native	0.5
Asian	1.1
Black or African American	1.8
Filipino	0.7
Hispanic or Latino	94.8
Native Hawaiian or Pacific Islander	0.2
White	0.9
English Learners	40.4
Foster Youth	0.5
Homeless	5.4
Socioeconomically Disadvantaged	95.3
Students with Disabilities	9.5

A. Conditions of Learning

State Priority: Basic

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.0	100.0	847.8	91.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	6.0	0.6	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	13.8	1.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	6.0	0.7	12115.8	4.4
Unknown	0.0	0.0	54.1	5.8	18854.3	6.9
Total Teaching Positions	21.0	100.0	927.8	100.0	274759.1	100.0

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

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-6 Wonders (McGraw-Hill) - Adopted 2016	Yes	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	Yes	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	Yes	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	Yes	0%

	*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.		
Foreign Language	*Spanish II S, High School Credit Course, Vista, Imagina, 4th Edition, adopted May 2020 - *Not from the most recent state adoption. Spanish for Native Speakers, McDougal Littell, Tu Mundo, 2008, adopted July 2008 Beginning Spanish, Prentice Hall, Realidades, 2008, adopted July 2008	Yes	0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	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	Yes	0%

School Facility Conditions and Planned Improvements

The last inspection of school facility conditions was on April 23, 2020. The school received an average percentage of 98.92% resulting in an overall rating of "Good." The next inspection is scheduled for January 4, 2022.

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

School Facility Conditions and Planned Improvements

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 April 2020. 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. An inspection for the 2021-2022 school year is pending.

Year and month of the most recent FIT report

4/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			replace stained ceiling tile
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			room to be cleaned and recyclables removed, no storage
Electrical	X			replace missing diffusers, replace light fixtures with LEDs, replace ballast
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			properly mount fire extinguisher
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Doors do not properly close

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	227	NT	NT	NT	NT
Female	112	NT	NT	NT	NT
Male	115	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	213	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	67	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	58	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	217	NT	NT	NT	NT

Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	227	NT	NT	NT	NT
Female	112	NT	NT	NT	NT
Male	115	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	213	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	67	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	58	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	217	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
All Students	227	223	98.26%	1.76%	28.63%
Female	112	112	100.00%	0.00%	28.57%

Male	115	111	96.52%	3.48%	28.70%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	4	4	100.00%	0.00%	0.00%
Black or African American	5	5	100.00%	0.00%	0.00%
Filipino	NA	NA	0.00%	0.00%	0.00%
Hispanic or Latino	213	209	98.12%	1.88%	28.64%
Native Hawaiian or Pacific Islander	1	1	100.00%	0.00%	
Two or More Races	0	0	0	0	
White	4	4	100.00%	0.00%	NA
English Learners	67	67	100.00%	0.00%	0.00%
Foster Youth	1	1	100.00%	0.00%	
Homeless	29	29	100	0.00%	0.00%
Military	0	0	0	0	N/A
Socioeconomically Disadvantaged	227	223	98.24%	1.76%	28.63%
Students Receiving Migrant Education Services	0	0	0	0	N/A
Students with Disabilities	30	30	100.00%	0	0.00%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
All Students	227	218	96.05%	3.95%	23.78%
Female	112	109	97.32%	2.68%	11.61%
Male	115	109	94.78%	5.22%	12.17%
American Indian or Alaska Native	0	0	na	na	na
Asian	4	4	100.00%	0.00%	0.00%
Black or African American	5	5	100.00%	0.00%	0.00%
Filipino	0	0	0	0	na
Hispanic or Latino	213	204	95.77%	4.23%	11.74%
Native Hawaiian or Pacific Islander	1	1	100.00%	0.00%	
Two or More Races	0	0	0	0	0
White	4	4	100.00%	0.00%	0.00%
English Learners	67	66	98.51%	1.49%	0.00%
Foster Youth	1	1	100%	0.00%	
Homeless	29	29	100.00%	0.00%	0.00%

Military	0	0	0	0	na
Socioeconomically Disadvantaged	227	218	96.04%	3.96%	11.89%
Students Receiving Migrant Education Services	0	0	0	0	na
Students with Disabilities	30	30	100.00%	0.00%	0.00%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	78	NT	NT	NT	NT
Female	36	NT	NT	NT	NT
Male	42	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	72	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	19	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	18	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 (DELPAC).
- **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

2021-22 Opportunities for Parental Involvement

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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	473	464	68	14.7
Female	238	235	34	14.5
Male	235	229	34	14.8
American Indian or Alaska Native	2	2	1	50.0
Asian	5	5	0	0.0
Black or African American	10	9	4	44.4
Filipino	3	3	0	0.0
Hispanic or Latino	444	436	63	14.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	0	0	0	0.0
White	8	8	0	0.0
English Learners	194	193	25	13.0
Foster Youth	2	2	1	50.0
Homeless	60	60	15	25.0
Socioeconomically Disadvantaged	444	439	65	14.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	53	52	4	7.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.68	0.00	2.98	0.03	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.37	1.64	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Corona Elementary School's primary goal is to maintain a safe and orderly environment for students and staff. On February 25, 2021 of the previous school year, Corona revised and updated 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 2021 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.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		4	
1	26		3	
2	26		3	
3	19	2	3	
4	28		3	
5	29		3	
6	5	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	3	
1	22	1	2	
2	21	2	1	
3	22		3	
4	26		3	
5	28		3	
6				
Other	13	2	1	

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	23		3	
2	21	1	2	
3	22		3	
4	25		3	
5	25		3	
6				
Other	6	1		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8000.00	\$1575.00	\$6425.00	\$91148.00
District	N/A	N/A	\$1608.00	\$92,686
Percent Difference - School Site and District	N/A	N/A	119.9	-1.7
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-27.2	6.0

2020-21 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,998	\$52,060
Mid-Range Teacher Salary	\$87,146	\$84,043
Highest Teacher Salary	\$105,113	\$107,043
Average Principal Salary (Elementary)	\$138,892	\$133,582
Average Principal Salary (Middle)	\$141,565	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$319,095	\$240,628
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	10.5		

Ontario-Montclair School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
District Website Address	https://www.omsd.net

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	12994	NT	NT	NT	NT
Female	6378	NT	NT	NT	NT
Male	6616	NT	NT	NT	NT
American Indian or Alaska Native	92	NT	NT	NT	NT
Asian	257	NT	NT	NT	NT
Black or African American	394	NT	NT	NT	NT
Filipino	81	NT	NT	NT	NT
Hispanic or Latino	11629	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	31	NT	NT	NT	NT
Two or More Races	140	NT	NT	NT	NT
White	370	NT	NT	NT	NT
English Learners	2756	NT	NT	NT	NT
Foster Youth	73	NT	NT	NT	NT
Homeless	2320	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11552	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1919	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	12994	NT	NT	NT	NT
Female	6378	NT	NT	NT	NT
Male	6616	NT	NT	NT	NT
American Indian or Alaska Native	92	NT	NT	NT	NT
Asian	257	NT	NT	NT	NT
Black or African American	394	NT	NT	NT	NT
Filipino	81	NT	NT	NT	NT
Hispanic or Latino	11629	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	31	NT	NT	NT	NT
Two or More Races	140	NT	NT	NT	NT
White	370	NT	NT		NT
English Learners	2756	NT	NT	NT	NT
Foster Youth	73	NT	NT	NT	NT
Homeless	2320	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11552	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1919	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.