

School Accountability Report Card Reported for School Year 2003 - 2004

Published During 2003-2004

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

School Information		District Information	
School Name	Corona Elementary	District Name	Ontario-Montclair Elementary
Principal	Paul Stansbury	Superintendent	Sharon McGehee
Street	1140 N. Corona Ave.	Street	950 West D St.
City, State, Zip	Ontario, CA 91764-2626	City, State, Zip	Ontario, CA 91762-3026
Phone Number	(909) 459-2635	Phone Number	(909) 459-2500
FAX Number	(909) 459-2632	FAX Number	(909) 459-2542
Web Site	www.omsd.k12.ca.us/corona/home.html	Web Site	www.omsd.k12.ca.us
E-mail Address	paul.stansbury@omsd.k12.ca.us	E-mail Address	sharon.mcgehee@omsd.k12.ca.us
CDS Code	36-67819-6036172	SARC Contact	Richard Archibald-Woodward

School Description

"The mission of Corona School, a community-involved school, is to guarantee each students academic success through exemplary instruction using challenging, district-approved curriculum."

Created through the efforts of Corona staff, parents and community members, our mission statement expresses our loftiest aspirations! We are excitedly beginning to implement the action plans that will take our students to their fullest potential.

2003-2004 SCHOOL PROFILE

Corona Elementary School is located at 1140 North Corona Avenue in Ontario, California. This school site is in the northeastern portion of Ontario. The campus was established in 1964 with the main building of the campus was originally completed in 1967. Many of the re-locatable buildings on the campus are placed in the Northern and Southwestern parts of the campus. A recent refurbishing of the front office makes it welcoming and somewhat more hospitable to the service of families and young children. The campus has multiple outdoor eating areas, with one of them having a covered shelter. Corona will be celebrating the grand re-opening of its library this September with over \$80,000 in new books to circulate to students, parents, and staff.

The multi-track year round school serves approximately 816 students in grades one through six. Corona Elementary school also has 4 Pre-School classes on traditional track. Corona has class size reduction in grade one and two. Corona also serves special education students in three separate classes for all grade levels in blended classes, with RSP support for those students in the mainstream.

There are over 70 adults working in some capacity at Corona Elementary. There are 32 regular classroom teachers, with 24 on track at any given time, along with three special education teachers, and a Resource Specialist. Corona also has five instructional aides supporting the regular teachers, as well as five aides to support the special education programs as appropriate.

Administrative and instructional staff includes the Principal, Assistant Principal, Program Facilitator, Reading First Coach (grades 1 – 3), Upper Grade Reading Coach (grades 4 - 6) Health Aide, and a Community Liaison. Part time staff support includes a Nurse, Psychologist, and a Speech/Language specialist. The classified staff also includes office and clerical staff, custodians and tutors.

All students at Corona School participate in a federally funded breakfast and lunch program. Additional Categorical funds support students with special needs. Extended learning programs are offered three days a week after school, with Intersession courses offered during students' "off-track" time.

Corona School is putting forth a tremendous effort to involve parents and community members in the education of our students. This year's participation in the High Priority School grant program will provide Corona with additional funds and resources to place it on the road to becoming an exemplary school site!

Corona Elementary School became a Reading First school commencing with the 2003 – 2004 school year. We are implementing the Houghton-Mifflin Language Arts/Reading program. Teachers and administrations have completed the five day AB 466 training in Language Arts.

CORONA ELEMENTARY SCHOOL SITE STRATEGIC PLAN

This Strategic Plan was developed using a process that involved parents, staff and community representatives.

MISSION STATEMENT

The mission statement expresses the unique purpose for which we exist and the specific functions we perform.

The mission of Corona Elementary School, a community-involved school, is to guarantee each student academic success through exemplary instruction using challenging, district-approved curriculum.

OBJECTIVES

It is through our objectives that we express our desired measurable end results. Objectives remind us that our task is not finished as long as one student fails to reach his or her success level.

- All students will meet or exceed identified standards in reading, language and math by the end of each academic year as assessed using multiple measures.
- All students will demonstrate knowledge and application of democratic principles as measured using district criteria.
- All students will demonstrate English language proficiency as measured using district criteria.
- All students will demonstrate behavior that reflects physical, social, and emotional well-being as measured by district criteria.

TACTICS/STRATEGIES

Tactics are the means for achieving our objectives. They tell us that to be successful in achieving our mission, we need to do these specific things. Action teams comprised of staff members or members of the community, who volunteer to serve, developed the details for the implementation of each tactic.

WE WILL:

- Improve family and community involvement in all school programs activities and processes.
- Create and implement a comprehensive and coordinated staff development program that focuses on exemplary instruction.

- Develop a plan to assist students in acquiring English Language skills as effectively and rapidly as possible.
- Develop and implement a plan to address the physical, emotional and social needs of all students.

Opportunities for Parental Involvement

Contact Person Name	Judith Gonzalez – Community Liaison	Contact Person Phone Number	(909) 984.6411
<ul style="list-style-type: none"> • Parenting Classes • Class Room Helpers • ELAC • School Site Council • Family Reading Night 			

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 1	145
Grade 2	150
Grade 3	130
Grade 4	136
Grade 5	120
Grade 6	120
Ungraded Elementary	0
Total Enrollment	801

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	48	5.9	Hispanic or Latino	698	86.5
American Indian or Alaska Native	2	0.2	Pacific Islander	4	0.5
Asian	6	0.7	White (Not Hispanic)	47	5.8
Filipino	2	0.2	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	07-09-03	Date Last Discussed with Staff	Monthly
<p>All visitors are directed to sign in through the school office. All staff members are aware of this process and hold visitors accountable. All staff member are trained in VIPER – Violent Intruder Police and Educators Response. Monthly Emergency Drills are conducted at Corona School.</p> <p style="text-align: center;">Ontario – Montclair School District Corona Elementary School</p> <p style="text-align: center;">Emergency Drill Schedule 2003 – 2004</p>			
Date of Emergency Drill	Type of Emergency Drill	Time of Emergency Drill	
July 23, 2003	FIRE	1:45 PM	
August 14, 2003	DUCK AND COVER	2:15 PM	
September 17, 2003	VIPER	11:00 AM	
October 15, 2003	EMERGENCY SIMULATION	With Out Warning	
November 13, 2003	FIRE	With Out Warning	
December 10, 2003	DUCK AND COVER	With Out Warning	
January 14, 2004	FIRE	With Out Warning	
February 12, 2004	DUCK AND COVER	With Out Warning	
March 18, 2004	VIPER	With Out Warning	
April 14, 2004	FIRE	With Out Warning	
May 12, 2004	EMERGENCY SIMULATION	With Out Warning	
June 17, 2004	DUCK AND COVER	With Out Warning	

School Programs and Practices that Promote a Positive Learning Environment

Home-school communication is accomplished through a Monthly News Letter the *Eagles View*, School Site Council (SSC) and the English Language Advisory Council (ELAC) as well as a Parenting Class. Interventions and Tutoring are aligned to State and District standards and is designed to assist students to gain higher levels of performance and achievement.

SCHOOL PROGRAMS

- Core Programs
- District Strategic Plan: All programs to guarantee student success, both academically and socially.
- Corona School Strategic Plan: Site based plan to ensure a comprehensive education for all students

Supplemental Programs

(Other than Extended Learning: SBCP, Title I, SB 65 . . .)

- Title I: Funds provide materials for students who need assistance with reading, language and math. Funds also provide for instructional aides, a program facilitator, community liaison, outreach

consultant, and a categorical clerk.

- SBCP: Combination of SIP and EOA Bilingual funds to provide instruction aides, instructional materials and equipment for EL students. In addition, the funds also pay for a portion of the program facilitator salary.
- CBET: Funds provide materials for parent tutor training. Training sessions are held during ELAC meeting.
- K-4 Classroom Library Funds: Provides monies for teachers of grades K-4 to supplement their classroom libraries.
- Lottery: Funds provide for a variety of instructional materials, field trips, conferences, and educational assemblies.
- Hampton-Brown "English at Your Command": Grades 4-6 to assist EL students with their writing and language skills
- New Additions:
- Scholastic Sprint Plus Collection: Used as in class interventions for At Risk students in grades 4-6
- Classroom interventions use adopted and approved intervention materials

Ontario-Montclair School District Comprehensive School Plan 2003-2004 Extended Learning Program Overview

Based on the review of student performance data, and to provide students with additional time and experiences to interact, master, and expand their knowledge of the core curriculum, Corona Elementary has identified the following objective for each of the targeted student groups.

At-Risk Students

- Provide support instruction in reading for At-Risk students in grade 1 using the Houghton-Mifflin Language Arts/Reading materials. Students will increase a minimum of one performance level as measured by the Student Achievement review Process
- Provide support instruction in reading for At-Risk students in grades 1-3 using the Early Success materials. Students will increase a minimum of one performance level as measured by the Student Achievement review Process
- Provide support instruction in reading for At-Risk students in grades 3-6 using the Soar to Success materials. Students will increase a minimum of one performance level as measured by the Student Achievement review Process
- Provide support instruction in literacy for At-Risk students in grades 3-6 using the LANGUAGE! model. Students will increase a minimum of one performance level as measured by the Student Achievement review Process

Gifted and Talented Students

- Students identified as GATE will be invited to after school enrichment programs in the areas of science, visual and performing arts, and media production.

English Learner Students

- Students identified as a level 1 or level 2 will be provided with additional oral language development using approved ELD materials. Instruction will be supplemented to meet the needs of each individual student. Students will increase a minimum of three points on the Profile in the areas of listening and speaking.

All Students

- Provide support instruction in math for all students in grades 1-6 using Houghton-Mifflin Math materials. Math Wrap-Ups will help students progress towards mastery in basic math facts, measurement, graphing and statistics, fractions and decimals, and place value. Students will increase a minimum of one performance level as measured by the Student Achievement review Process
- Provide enrichment activities for students in grades 4-6 through various sports activities

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2001	2002	2003	2001	2002	2003
Number of Suspensions	112	78	31	2118	1295	2739
Rate of Suspensions	12.36%	8.52%	3.84%	8.02%	4.80%	10.04%
Number of Expulsions	2	1	1	20	11	19
Rate of Expulsions	0.22%	0.11%	0.12%	0.08%	0.04%	0.07%

School Facilities

The main permanent buildings were built in 1964. There are eleven portable classrooms and one portable YMCA classroom. The physical plant is maintained by three full time custodians as well as by District maintenance personnel. Safety hazards are identified and immediately processed at the site for correction either by the site our through District work order requests which are quickly expedited by maintenance personnel. Graffiti is reported in the morning and immediately removed by District personnel.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts									
Proficient or Advanced	6	7	10	12	13	15	30	32	35
Not Tested	8	4	0	6	6	1	6	8	1

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	13	16	16	24	25	22	44	45	43
Mathematics	25	29	25	33	35	31	53	55	50

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	9				16		19
Mathematics	25				24		35

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	13	19	10	16		2	17	
Mathematics	26	24	21	25		12	26	

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	24.6	28.1	21.1	20.7	23.9	17.8	23.8	25.2	22.3
7				17.6	18.9	16.5	27.8	29.6	26.0
9							24.8	23.3	26.2

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures

the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	100	100	99	Percent Tested	100	99	100
API Base Score	428	475	514	API Growth Score	467	487	558
Growth Target	19	16	14	Actual Growth	39	12	44
Statewide Rank	1	1	1				
Similar Schools Rank	2	2	1				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			

API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	425	477	512	API Growth Score	468	488	559
Growth Target	15	13	11	Actual Growth	43	11	47
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score	428	475	514	API Growth Score	467	487	558
Growth Target	15	13	11	Actual Growth	39	12	44

Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District				
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003	
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	1	0	10	
Identified for Program Improvement (Title 1)	No	No	Yes	Percent of Schools Identified for Program Improvement	3.2	0.0	31.3	
Exited Title 1 Program Improvement	No	No	No					
Years Identified for Program Improvement			1					
California Programs	2001	2002	2003					
Eligible for Governor's Performance Award	Yes	No	Yes					
Eligible for II/USP	No	---	---					

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2001	2002	2003
K	100%	N/A	N/A
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	N/A

V. Teacher and Staff Information

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
Total Teachers	46	47	39
Teachers with Full Credential (full credential and teaching in subject area)	32	36	34
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	15	11	5
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			

Teacher Evaluations

Teacher evaluations are defined within the teachers' bargaining unit contract. Teachers are evaluated on different schedules based on their tenure status. Probationary (non-tenured) and temporary teachers are evaluated annually. Permanent (tenured) teachers are evaluated at least every other school year. Any teacher who has received an unsatisfactory evaluation is then evaluated every year until a satisfactory evaluation has been achieved. Evaluations are based on the California Standards for the Teaching Profession (CSTPs), which cover six categories of teaching practice. These include: 1) engaging and supporting all students in learning; 2) creating and maintaining effective environments for student learning; 3) understanding and organizing subject matter for student learning; 4) planning instruction and designing learning experiences for all students; 5) assessing student learning; and 6) developing as a professional educator. Teachers who receive a "Practice Not Consistent with Standards" rating in two areas of the first five sections of the CSTP categories on their final evaluation may be referred for the Peer Assistance and Review Program (PAR) for assistance and coaching to improve professional skills. Teachers participate in a Pre-Observation Conference and a Post-Observation Conference with their evaluator. The results of all evaluations are confidential. Copies are provided to the evaluatee, the evaluator, and the Personnel Division.

Substitute Teachers

The district has a large pool of qualified substitute teachers and makes every effort to ensure substitute placement reflecting the guidelines of No Child Left Behind. We also are able to maintain a waiting list of individuals wanting to be substitutes so we can increase the pool as needed at any time.

Counselors and Other Support Staff

We have developed contract with community counseling agencies to provide service to designated students. The agencies are: West End Family Counseling (2 days a week), Pacific Clinics (individual students at sites and at their homes) and Reach Out West End Counseling (1 day a week).

VI. Curriculum and Instruction

School Instruction and Leadership

See HPSG plan- school wide access to core curriculum, special need, EL students, GATE.
Reporting to parents and community Grade Level Teams meetings School Site Council, Community Liaison, English Language Learners Advisory Council

Professional Development

The Ontario-Montclair School district provides ongoing, systematic professional development for all certificated, classified and management staff members to help them acquire the necessary knowledge and skills to maximize the learning and achievement of all children. Professional development courses and programs are developed and coordinated through the district's Robert Hardy Staff Professional Development Center to address the major instructional and management priorities of the district. In addition, each school site plans staff development based on their own specific needs, identified in the goals and objectives of their strategic and site improvement plans. All schools address topics related to the core curriculum, standards based instruction, classroom management, and data-driven decision making.

District professional development programs provide a wide range of professional growth and support opportunities to serve the needs of teachers at all stages of the "Learning to Teach Continuum." These include:

- the Beginning Teacher Support and Assessment (BTSA) program for new teachers who work with experienced mentor teachers for two years;
- the Peer Assistance and Review (PAR) program for veteran teachers;
- the Intern program for teacher candidates;
- Literacy and Numeracy Academy workshops;
- Technology skills and integration workshops;

Classified staff members participate in a variety of job-specific professional development workshops, as well as the Para-professionals Are Tomorrow's Educators (PATE) for employees seeking career advancement in teaching.

Administrators participate in a wide variety of program-based trainings, as well as the Principal Training Program.

Additionally, many teachers, administrators and classified employees attend workshops and conferences conducted outside the district.

Corona staff members have participated in the following trainings at the Robert Hardy Professional Development Center.

AB 466 Language Arts – Reading

AB 466 Mathematics

AB 75 Principal/Assistant Principal Training

Reading First Coach

Upper Grade Reading Coach

Quality and Currency of Textbooks and Other Instructional Materials

Instructional Materials

Every child in the Ontario-Montclair School District has access to sufficient textbooks and instructional materials that are consistent with the content and adoption cycles of the State curriculum framework. Sufficient funds are allocated to purchase materials for students at every grade level and individual schools are given the discretion to purchase adopted materials to meet the needs of their specific populations.

The table below lists the textbooks adopted by the district.

Content Area	Grades	Materials
Language Arts	K-6 (2003)	California Reading (Houghton Mifflin)
	6-8 (2003)	Language of Literature (McDougal Littell)
	6-8 (2002)	Language of Literature (McDougal Littell)
Mathematics	K-6 (2002)	Houghton Mifflin Elementary Mathematics (Houghton Mifflin)
	7-8 (2001)	Concepts and Skills Course 2 & Algebra (McDougal Littell)
	6-8 (2001)	Skills Intervention (Prentice Hall)
	6 (MS) (2001)	Mathematics (Harcourt Brace)
	6-8 (2001)	Intervention Strategies and Activities (Harcourt Brace)
Social Science	K-6 (2000)	Adventures in Time and Place (McGraw-Hill)
	7 (2000)	Across the Centuries (Houghton Mifflin)
	8 (2000)	History of Us (Oxford Press)
	5-8 (supplemental)	History of Us (Oxford Press)
Science	K-5 (2001)	Harcourt Science (Harcourt Brace)
	6-8 (2001)	Science Explorer (Prentice Hall)
ELD	K-6 (1997)	Into English! (Hampton Brown)
	4-6 (1997)	Regents (Prentice Hall)
	7-8 (1997)	Making Connections (Heinle & Heinle)
Art	K-5 (1999)	Art Connection (SRA/McGraw-Hill)
	6-8 (1999)	Middle School Art Series (Glencoe/ McGraw-Hill)
Music	K-8 (1999)	ill)
Intervention 4-8	Glencoe/ McGraw-Hill	Language
	Hampton-Brown	High Point
	Scholastic	READ 180
	Wright Group/ McGraw-Hill	Fast Track

Instructional Minutes

The California *Education Code* establishes the required number of instructional minutes per year for each

grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
1	51,533	50,400
2	51,533	50,400
3	52,235	50,400
4	55,320	54,000
5	55,320	54,000
6	55,320	54,000

Total Number of Minimum Days

Corona Elementary is a 4 track year round school. Minimum days exist for parent conferences at the rate of 2 per year per track. Tracks not conferencing are full day. Each month one track tracks off and has a minimum day for that track only – the remaining tracks attend a full day. There are 2 Back to School Nights and 2 Open House's for which there is a minimum day for those tracks affected, the remaining tracks attend a full day.

Total Minimum days (including tracking days that do not affect the entire school): 17.

VII. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	34062	37036
Mid-Range Teacher Salary	60581	60113
Highest Teacher Salary	72261	74006
Average Principal Salary (Elementary)	101797	89875
Average Principal Salary (Middle)	104754	
Average Principal Salary (High)		
Superintendent Salary	151027	138150
Percent of Budget for Teacher Salaries	43.92	45.72
Percent of Budget for Administrative Salaries	5.92	5.57

Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/fiscal/financial/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$176089692	\$6141	\$6444	\$6719

Types of Services Funded

Program Facilitator
 Reading First Coach – grades 1-3 (Federal Grant)
 Upper Grade Reading Coach grades 4 – 6 (HPSG)
 Tutorial staff funded from HPSG
 Counseling Services
 Community Liaison