

Corona Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 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
Grade Span	P-6
County-District-School (CDS) Code	36 67819 6036172

2025-26 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	https://www.omsd.net

2025-26 School Description and Mission Statement

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 works every day 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

2025-26 School Description and Mission Statement

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
Phone: 909-984-6411
E-mail: sal.flores@omsd.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. 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 serves approximately 475 students in preschool through grade six. Our school also has three pre-school classes on campus. Corona serves Special Education students in preschool through 6th grade. In addition, we provide RSP support for Special Education students in our mainstream general education classes. Speech and language services and a school psychologist are also regularly on campus for Special Education support.

More than 70 adults work at Corona Elementary in a variety of capacities. There are 19 general education classroom teachers and five special education teachers with four Special Day Classes and a Resource Specialist.

Corona's administrative and support staff includes the principal, assistant principal, curriculum support teacher-on-assignment, intervention teacher, outreach consultant, Extended Learning Opportunities Program (afterschool) teacher-on-assignment, a part-time Registered Nurse (RN), part-time psychologist, and part-time speech and language specialist. The classified staff is comprised of office and clerical staff members, a Licensed Vocational Nurse (LVN), ten instructional assistants, food service workers, proctors, and custodians.

All students at Corona Elementary School participate in a federally funded breakfast and lunch program. Additional funds support after-school library and extended learning opportunities 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 programs are interest and standards-based. These programs serve over 400 students.

2025-26 School Description and Mission Statement

Corona Elementary School also serves 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 is a member of the No Excuses University Network of Schools (NEU). NEU is an organization that hosts events that promote the “Six Exception Systems,” which include interventions, data management, assessment, standards alignment, collaboration, and a culture of universal achievement. Corona Elementary was recognized for its college readiness and awareness and joined many other schools across the nation that have demonstrated a similar commitment. Corona is also an established PBIS Platinum Implementation school, earning recognition for several years consecutively.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	58
Grade 2	62
Grade 3	71
Grade 4	71
Grade 5	69
Grade 6	2
Total Enrollment	414

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	55.6
Male	44.4
American Indian or Alaska Native	0.2
Asian	2.2
Black or African American	1.9
Filipino	0.5
Hispanic or Latino	92.5
Native Hawaiian or Pacific Islander	0.2
White	2.4
English Learners	37
Foster Youth	0.5
Homeless	11.1
Socioeconomically Disadvantaged	92.3
Students with Disabilities	13

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.

2021-22 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)	22	95.65	888.8	90.57	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5.9	0.61	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	17.5	1.78	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	9.7	0.99	11953.1	4.28
Unknown/Incomplete/NA	1	4.35	59.3	6.04	15831.9	5.67
Total Teaching Positions	23	100	981.4	100	279044.8	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 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)	19	100	891.1	92.2	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6	0.62	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	18	1.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	5.1	0.53	11746.9	4.23
Unknown/Incomplete/NA	0	0	46.2	4.79	14303.8	5.15
Total Teaching Positions	19	100	966.6	100	277698	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 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)	19	90.48	893	92.39	230039.4	100
Intern Credential Holders Properly Assigned	0	0	9.3	0.96	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	7.8	0.82	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	13.1	1.36	12112.8	4.34
Unknown/Incomplete/NA	2	9.52	43.1	4.46	13705.8	4.91
Total Teaching Positions	21	100	966.5	100	278927.1	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-6 Wonders (McGraw-Hill) - Adopted 2016 6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	0%
Mathematics	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-8 - Eureka Math* (Great Minds)- Adopted 2015 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. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 Adopted May, 2020	0%
Science	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	0%
History-Social Science	K-5 Studies Weekly Adopted 2023	0%

	Not a state adoption, however, the district has determined through local review, that the materials are still aligned to current state standards. 6-8 My World Interactive (Pearson) - Adopted 2018	
Foreign Language	N/A	0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984 Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.	0%
Visual and Performing Arts	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards. TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards. TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008 Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A
Note: Cells with N/A values do not require data.		

School Facility Conditions and Planned Improvements

The last inspection of school facility conditions was on January 15, 2025. The school received a percentage of 99.17%, resulting in an overall rating of 'Exemplary.'

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. 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. There are no current or planned facility improvements.

School Facility Conditions and Planned Improvements

Our school facility offers a positive learning environment with fully functioning lighting, heating, and cooling systems, and noise negation. Internet access is available in all offices and classrooms. Each primary grade classroom has access to student laptop computers. The upper-grade classrooms each have their own computer cart with individually-assigned student computers. All Corona classrooms have a digital whiteboard, document camera, and printer. The district Information Services Department maintains a content filter for all Internet traffic, including Email, 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 February 2024. 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.

Year and month of the most recent FIT report

01/2025

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Exterior light is not working (Work order FY24-25-44973; Replace missing 5400 raceway transition cover at west wall near ceiling (work order FY 24-25-44850); Replace light with broken diffuser with LED fixture. (Work order FY 24-25-44846)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Replace broken handle on fire extinguisher cabinet (Work order FY 24-25-449666 and 44967)
Structural:	X			

School Facility Conditions and Planned Improvements

Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Door doesn't latch closed (Work order FY 24-25-44972)

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).

College and Career Ready

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	45	53	41	44	47	48
Mathematics (grades 3-8 and 11)	39	43	31	34	35	37

2024-25 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.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	204	193	94.61	5.39	52.85
Female	117	112	95.73	4.27	52.68
Male	87	81	93.10	6.90	53.09
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	182	172	94.51	5.49	52.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0

White	--	--	--	--	--
English Learners	75	67	89.33	10.67	31.34
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	129	121	93.80	6.20	49.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	34	87.18	12.82	8.82

2024-25 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	204	194	95.10	4.90	43.01
Female	117	112	95.73	4.27	34.23
Male	87	82	94.25	5.75	54.88
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	182	173	95.05	4.95	43.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	75	68	90.67	9.33	25.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	129	121	93.80	6.20	42.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	34	87.18	12.82	11.76

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	29.63	39.68	20.6	24.25	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	67	63	94.03	5.97	39.68
Female	36	34	94.44	5.56	35.29
Male	31	29	93.55	6.45	44.83
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	58	55	94.83	5.17	40.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	20	17	85.00	15.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	36	90.00	10.00	38.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	14	87.50	12.50	7.14

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.50%	98.50%	98.50%	98.50%	100.00%

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.

2025-26 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 are also 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 celebrations. They offer parental support for 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 volunteers' help. Classrooms have parent or community volunteers who help in many different ways throughout the year. We also have parents who 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	448	438	45	10.3
Female	244	242	16	6.6
Male	204	196	29	14.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	0	0.0
Black or African American	13	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	407	400	42	10.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	11	11	1	9.1
English Learners	172	169	16	9.5
Foster Youth	--	--	--	--
Homeless	60	56	11	19.6
Socioeconomically Disadvantaged	422	415	44	10.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	67	65	11	16.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.22	1.56	1.19	1.56	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.22	0.00
Female	0.00	0.00
Male	0.49	0.00
Non-Binary	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	0.25	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	0.58	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.24	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Corona Elementary School's primary goal is to maintain a safe and orderly environment for students and staff. On September 24, 2025, Corona revised and updated its disaster response plan, created new disaster response teams, and presented to the School Site Council. The plan was reviewed with the staff on October 7, 2025. The staff at Corona continually updates 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 illnesses 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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	19	4	0	0
1	23	0	3	0
2	24	0	3	0
3	21	1	2	0
4	24	0	2	0
5	28	0	2	0
6	0	0	0	0
Other	10	1	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	16	3	0	0
1	20	3	0	0
2	23	0	3	0
3	22	0	3	0
4	30	0	2	0
5	28	0	2	0
6	0	0	0	0
Other	12	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	18	1	2	
1	26		2	
2	20	3		
3	22		3	
4	34			1
5	21	1	2	
Other	13	2		

2024-25 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	0

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, 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	5

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher 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	10,280	2090	8189	130,549
District	N/A	N/A	\$1608.00	\$110,380
Percent Difference - School Site and District	N/A	N/A	134.3	22.0
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-27.2	30.2

Fiscal Year 2024-25 Types of Services Funded

Corona Elementary employs a cohesive strategy using categorical funds and state extended learning dollars to ensure student success and enrich the learning environment for all elementary students. The core focus is on providing robust academic intervention, which includes funding for afterschool programs that deliver additional standards-based instruction in English Language Arts and Mathematics. These programs specifically target at-risk students and those scoring "Standard Not Met" or "Standard Nearly Met" on standardized tests, effectively bridging critical learning gaps. Furthermore, the commitment to best first instruction is supported through resources like instructional intervention materials, student access to technology, and crucial professional development for teachers and staff, ensuring high-quality teaching and foundational academic skills for all.

Beyond core academics, categorical dollars significantly enhance the school's enrichment and college readiness framework, impacting the entire elementary student body. Crucially, these funds support visual and performing arts programs, providing essential creative outlets and fostering skills like critical thinking and self-expression. Additionally, the site's emphasis on the Advancement Via Individual Determination (AVID) program is sustained by categorical funding. AVID is highly impactful for elementary students as it instills the vital organizational habits and study skills (WICOR) necessary for success in subsequent academic years. This holistic approach ensures students are not only supported academically but also creatively and

Fiscal Year 2024-25 Types of Services Funded

developmentally.

Finally, a key component of Corona Elementary's strategy is the strengthening of the school-home-community partnership, supported by federal categorical programs. These funds are allocated to promote parental involvement and community engagement by funding parent workshops and classes. These programs are designed to educate and equip parents, fostering a supportive community environment that directly contributes to student learning and positive outcomes. By investing in parental and community partnerships alongside targeted academic and enrichment programs, Corona Elementary demonstrates a comprehensive and coherent use of categorical funds to maximize the positive impact on every elementary student.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$69,782	\$61,597
Mid-Range Teacher Salary	\$105,685	\$98,902
Highest Teacher Salary	\$129,830	\$126,340
Average Principal Salary (Elementary)	\$183,587	\$158,383
Average Principal Salary (Middle)	\$189,187	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$386,975	\$288,332
Percent of Budget for Teacher Salaries	31.51%	31.29%
Percent of Budget for Administrative Salaries	4.89%	5.38%

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.

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 site administration and an instructional coach to develop focused intervention instruction.

Corona Elementary follows district policy in the area of staff development and teacher training. Teachers meet on scheduled Professional Learning Community (PLC) days throughout the year for staff development and instructional training. This training includes the latest research-based instructional methods in English Language Arts, ELD, writing, mathematics, science, and social science. Teachers and administrators also use this time for in-depth analysis of student achievement data on state, local,

Professional Development

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 additional planning days after each i-Ready administration 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	25	25	25