

# Alta Loma School District Stork Elementary School

Grades K through 6  
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## 2020-21 School Accountability Report Card *Published January 2022*

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This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

## Principal's Message

As principal, I have the unique privilege of introducing the Annual School Accountability Report Card (SARC) for Stork Elementary School. Whether you are a student, parent, staff, or community member, the data contained within these pages will prove useful in informing you about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities. At Stork, our goal is to provide a standards-based, challenging curriculum by a dedicated professional staff based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

In accordance with Proposition 98, every school in California is required to issue an annual SARC. However, we view this as not only a means of complying with State legislation, but an opportunity to publish the accomplishments we take great pride in sharing, and set forth goals for future endeavors that will be paramount in determining the effectiveness of next year's programs. In Spring of 2019, Stork students participated in the California Assessment of Student Performance and Progress (CAASPP) which is a comprehensive standards-based, end of year assessment that measures progress towards college and career readiness. Stork's baseline percentages for students who met/exceeded standards were as follows for grades three through six: English Language Arts 79% and Mathematics 73%. In an effort to continue to improve until all of our students are proficient in State Standards, we will implement school and grade level improvement plans to move forward until we reach that goal. We are actively involved in staff development to improve teaching strategies and student achievement. Our ultimate goal is to provide our students with a safe learning environment so that we can effectively prepare our students for their future college and career path. Our purpose in presenting you with this information is to keep our community well informed. In reflection of that goal, we desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. It is the opinion of the District, and the school, that a well-informed public is vital in continuing to advance in an ever-evolving world. We appreciate the opportunity to work in partnership with parents and the community to help Stork Elementary students realize their potential. Our parents are a critical component of our school as parents support our students by working with them at home, volunteering at the school, and by supporting our school with fundraisers and special family events. As always, let's continue to celebrate efforts and successes! Thank you for your continued support.

## Mission

The mission of Stork School is to provide a safe, positive, collaborative learning environment focused on high expectations of staff, students, and families through a rigorous standards based curriculum while emphasizing traits of outstanding character in order to achieve academic success and personal excellence. Our school will be a collaborative culture with a focus on learning for all!

## School Description

Stork Elementary School is located in the western region of Alta Loma and serves students in grades kindergarten through six following a traditional calendar. At the beginning of the 2020-21 school year, 676 students were enrolled, including 7.1% in special education, 4% qualifying for English Language Learner support, and 24.9% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	48.70%	Kindergarten	82
Male	51.30%	Grade 1	95
Non-Binary	0.00%	Grade 2	108
Amer. Indian or Alaska Native	0.10%	Grade 3	95
Asian	8.40%	Grade 4	93
Black or African-Amer.	1.00%	Grade 5	95
Filipino	0.70%	Grade 6	108
Hisp. or Latino	39.10%	Ungraded	0
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	3.70%		
White	45.40%		
English Learners	4.00%		
Foster Youth	0.10%		
Homeless	3.30%		
Students Receiving Migrant Ed. Services	0.00%		
Socioeconomically Disadvantaged	24.90%		
Students with Disabilities	7.10%		
Total Enrollment			676

## Student Achievement

### Physical Fitness

In the spring of each year, Stork Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2020-21			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Fifth	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported.

## California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	19-20	20-21	19-20	20-21	19-20	20-21
English-Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	49.0
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	33.8

Note: 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.

CAASPP Test Results in ELA by Student Group (2020-21)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	387	NT	NT	NT	NT
Female	189	NT	NT	NT	NT
Male	198	NT	NT	NT	NT
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	30	NT	NT	NT	NT
Black or African-Amer.	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hisp. or Latino	149	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	NT	NT	NT	NT
White	174	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	24	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	97	NT	NT	NT	NT
Students with Disabilities	34	NT	NT	NT	NT

CAASPP Test Results in Mathematics by Student Group (2020-21)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	387	NT	NT	NT	NT
Female	189	NT	NT	NT	NT
Male	198	NT	NT	NT	NT
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	30	NT	NT	NT	NT
Black or African-Amer.	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hisp. or Latino	149	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	NT	NT	NT	NT
White	174	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	24	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	97	NT	NT	NT	NT
Students with Disabilities	34	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: 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.

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

CAASPP Test Results in Science by Student Group (2020-21)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	93	NT	NT	NT	NT
Female	39	NT	NT	NT	NT
Male	54	NT	NT	NT	NT
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African-Amer.	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hisp. or Latino	31	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	42	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	20	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

### Local Assessment Test Results

The Alta Loma School District administered STAR local assessments for English Language Arts and Mathematics in lieu of administering the CAASPP test for the 2020-21 school year, and the results are shown below in this report.

Local Assessment Test Results in ELA by Student Group (2020-21)					
Assessment Name: STAR					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded*
All Students	391	372	95.14	4.86	64.78
Female	193	185	95.85	4.15	68.11
Male	198	187	94.44	5.56	61.5
Amer. Indian or Alaska Native					
Asian	32	29	90.62	9.38	72.41
Black or African-Amer.	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	151	145	96.03	3.97	58.62
Native Hawaiian or Pacific Islander					
Two or More Races					
White	174	168	96.55	3.45	66.67
English Learners	11	8	--	--	--
Foster Youth					
Homeless	12	12	100	0.00	50.0
Military					
Students Receiving Migrant Ed. Services					
Socioeconomically Disadvantaged	98	93	94.9	5.10	48.39
Students with Disabilities	48	45	93.75	6.25	33.33

Local Assessment Test Results in Mathematics by Student Group (2020-21)					
Assessment Name: STAR					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded*
All Students	391	365	93.35	6.65	50.96
Female	193	182	94.3	5.70	48.9
Male	198	183	92.42	7.58	53.01
Amer. Indian or Alaska Native					
Asian	32	29	90.62	9.38	86.21
Black or African-Amer.	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	151	140	92.72	7.28	42.14
Native Hawaiian or Pacific Islander					
Two or More Races	16	16	100	0.00	68.75
White	174	164	94.25	5.75	51.83
English Learners	11	8	--	--	--
Foster Youth					
Homeless	12	12	100	0.00	33.33
Military					
Students Receiving Migrant Ed. Services					
Socioeconomically Disadvantaged	98	90	91.84	8.16	40.0
Students with Disabilities	48	44	91.67	8.33	29.55

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan

(LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in *Teacher Preparation and Placement*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement*.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropout & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

## Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through the school marquee, school newsletters, the school website, Infinite Campus (automated message system), and teacher websites. Contact the school office at (909) 484-5060 for more information on how to become involved in your child's learning environment.

**Opportunities to Volunteer**

- Accelerated Reader Program
- Chaperone Field Trips
- Classroom Helper
- Library Helper
- Meet the Masters
- Office Helper
- PFSA Volunteer
- Specialized Programs
- Universal Access Choice and Challenge (U.A.C.C.)
- Watch D.O.G.S.

**Committees**

- District English Learner Advisory Council
- District GATE Committee
- District Parent Representative Group
- LCAP Advisory Committee
- Parent Faculty Student Association
- Parent Volunteer Committee
- School Site Council
- Title I District Engagement (TIDE) Committee

**School Activities**

- Back to School Night
- Book Fair
- District SEL Events
- Donuts with Dads
- Family Dine Out Nights
- Harvest Hoedown
- Muffins with Moms
- Open House
- Parent Information Nights for Reading Improvement, Math, and Technology
- Parent University
- Recycling Program (to create wells in South Sudan)
- Spring Family Night
- Student Performances
- Superstar Awards Assemblies
- Talent Show

**Note: The above events were planned for the school year and will occur as Department of Public Health allows due to the ongoing COVID-19 pandemic.**

**School Facilities & Maintenance**

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Stork Elementary School's original facilities were built in 1979; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to

communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

2020-21 Campus Improvement Projects:

- Tree removal
- Landscaping projects
- Concrete repairs

2021-22 Campus Improvements in Progress:

- Begin modernization projects

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Stork Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- Restroom cleaning
- Opening the School
- Special projects (groundskeeping projects)

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1979
Acreage	10
Square Footage	42,258
Quantity	
Permanent Classrooms	27
Portable Classrooms	10
Restrooms (sets)	3
Band Room	1
Multipurpose Room(s)	2
Library/Media Center	1
Literacy Lab	1
Playground	1
Staff Rooms	2

**Facilities Inspection**

The district's maintenance department inspects Stork Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Stork Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Saturday, July 10, 2021. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year

2021-22, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Saturday, July 10, 2021			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior		✓	
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains			✓
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	Room 11, Portable 28, Portable 32, Portable 35, Portable 36 - Stained ceiling tiles Room 10 - Patch tackboard Room 25 - Missing ceiling tiles Room 24 - Patch tile by sink and patch wall by tv 3A - Cracked ceiling tiles
(D)	Asst. Principal Office - Needs cover plate Room 16 - Missing cover plate in coffee area
(E)	Teacher WR Womens' RR - ADA stall has leaky spud Teacher WR Mens' RR & Boys' RR by 21 - ADA stall has leaky spud Boys' RR - Kinder - Leaky spud Room 6 - Faucet needs aerator Room 10, 14, 15, 16, 17, 18, Staff Lounge - Sink needs aerator Mens' RR by 20 - ADA stall has leaky spud and leaky vacuum breaker Outside Boys' RR by 18 - ADA stall leaky vacuum breaker, 2nd stall leaky handle, 3rd stall leaky vacuum breaker Outside Girls' RR by 17 - 1st stall leaky spud, 3rd stall leaky vacuum breaker, 4th stall leaky vacuum breaker 3A - Needs aerator Girls RR by Room 11 - ADA stall has bad vacuum breaker and leaky spud in 2nd stall Boys RR by Room 11 - ADA stall has bad vacuum breaker and leaky spud
(H)	Portable 32, Portable 36 - Door needs adjustment

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

**Rating Description**

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

**Campus Supervision**

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators, proctors,

and teachers are strategically assigned to designated entrance areas and the playground. During recess, administrators and proctors supervise playground activity. Administrators and proctors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, administrators, proctors, and teachers monitor student behavior to ensure a safe and orderly departure. Watch D.O.G.S. are often present before and after school to help maintain campus safety.

Stork Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office with a valid state issued identification to be scanned through the Raptor security system and wear identification stickers while on school grounds.

**School Site Safety Plan**

The Comprehensive School Site Safety Plan was developed for Stork Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2021.

**Classroom Environment**

**Discipline & Climate for Learning**

Stork Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	18-19	19-20	20-21
	School		
% Students Suspended	0.1	0.3	0.0
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	1.0	0.8	0.1
% Students Expelled	0.0	0.0	0.0
	State		
% Students Suspended	3.5	2.5	0.2
% Students Expelled	0.8	0.1	0.0

Note: Data collected during the 2020-2021 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.

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

Suspensions and Expulsions by Student Group (2020-21)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.0	0.0
Female	0.0	0.0
Male	0.0	0.0
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African-Amer.	0.0	0.0
Filipino	0.0	0.0
Hisp. or Latino	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	0.0	0.0
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0
Students with Disabilities	0.0	0.0

### Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
		2018-19		
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	13.0	8		
1	24.0	1	3	
2	23.0	1	3	
3	21.0	1	4	
4	24.0	1	3	
5	30.0		4	
6	32.0		3	
		2019-20		
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	13.0	8		
1	23.0		5	
2	25.0		4	
3	31.0		3	1
4	23.0		2	1
5	28.0	1	3	
6	30.0		5	
		2020-21		
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	10.0	8		
1	24.0		4	
2	22.0		5	
3	24.0		4	
4	24.0		2	1
5	32.0		2	
6	27.0		4	

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

## Pupil Engagement

### Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Stork Elementary School for the 2020-21 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism By Student Group (2020-21)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	713	691	15	2.2
Female	344	332	7	2.1
Male	369	359	8	2.2
Amer. Indian or Alaska Native	1	1	0	0.0
Asian	61	59	1	1.7
Black or African-Amer.	9	9	1	11.1
Filipino	5	5	1	20.0
Hisp. or Latino	278	266	6	2.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	27	26	1	3.8
White	322	315	5	1.6
English Learners	29	28	2	7.1
Foster Youth	3	3	1	33.3
Homeless	26	22	1	4.5
Students Receiving Migrant Ed. Services	0	0	0	0.0
Socioeconomically Disadvantaged	188	182	11	6.0
Students with Disabilities	64	62	1	1.6

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Stork Elementary School revolve around the California State Content Standards and Frameworks. During the 2020-21 school year, Stork Elementary School held staff development training devoted to:

- Data Analysis
- Instructional Strategies
- California State Standards
- Opinion Writing
- Technology Training
- Number Talks
- Digital Library
- Interim Assessments
- Second Step SEL Training
- Virtual Learning Platforms

Decisions concerning selection of staff development activities are performed by the principal using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Stork Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2019-20, 2020-21, and 2021-22 school years, Stork Elementary School's teachers had the opportunity to attend the following events hosted by the Alta Loma School District:

### 2019-20 Trainings:

- Kagan Training
- English Language Arts/English Language Development
- Positive Behavioral Interventions and Supports (PBIS)
- 21st Century Skills Development
- Technology Training
- STEM (Science, Technology, Engineering, Math)
- Document Based Questioning (DBQ)
- Write from the Beginning and Beyond
- Virtual Trainings

### 2020-21 Trainings:

- Docs, Slides and Beyond
- Google Classroom
- HMH Journeys Resources
- Pearson Realize (Math) Resources
- Infinite Campus
- Guided Reading
- Freckle Resources
- One on One Assessment in the Virtual World
- Online Teaching Strategies
- Zearn Set-Up and Recommendations

### 2021-22 Trainings:

- Amplify Training Refresh
- Cultural Proficiency
- How to Equitably Ignite Student Engagement with Student/Teacher Partnerships
- UBUNTU Teacher Equity Summit
- Technology Training (Google Apps for Education, Nearpod, Seesaw, Renaissance STAR, Lexia Core5, Imagine Learning, Freckle Ed)
- Next Generation Science Standards (NGSS)
- Guided Reading Training
- Thinking Maps
- Write from the Beginning
- Safely Reopening Schools

Stork Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2019-20	2020-21	2021-22
2	3	4

### Instructional Materials

All textbooks used in the core curriculum at Stork Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of



standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 01, 2021, the Alta Loma School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #09-01-21 (a) which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2021-22 school year, Alta Loma School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
<b>English Language Arts</b>		
2016	Houghton Mifflin, <i>Journeys California</i>	0 %
<b>History-Social Science</b>		
2006	Harcourt School Publishers, <i>Reflections: California Series</i>	0 %
<b>Mathematics</b>		
2015	Pearson, <i>EnVision Math</i>	0 %
<b>Science</b>		
2020	Amplify Education, Inc., <i>Amplify Science</i>	0 %

## Professional Staff

### Counseling & Support Staff

Stork Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Stork Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2020-21		
	No. of Staff	FTE
Academic Counselor	0	0
Counselor	1	*
Health Clerk	1	1.0
Library Clerk	1	0.7
Nurse	1	0.2
Psychologist	1	0.5
Speech & Language Specialist	1	0.5

\* as needed

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

### Teacher Preparation and Placement

The charts below identify the number of teachers at Stork Elementary School, Alta Loma School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Stork Elementary School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teacher Preparation and Placement Authorization / Assignment (2020-21)	School Number	School District Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.6	100.0	233.3	94.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	3.6	1.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	2.7	1.1	12115.8	4.4
Unknown	0.0	0.0	6.4	2.6	18854.3	6.9
<b>Total Teaching Positions</b>	<b>28.6</b>	<b>100.0</b>	<b>246.1</b>	<b>100.0</b>	<b>274759.1</b>	<b>100.0</b>

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.

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21)	Number
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.0</b>

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2020-21)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
<b>Total Out-of-Field Teachers</b>	<b>0.0</b>

Class Assignments / Indicator (2020-21)	Percent
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

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

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2019-20 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2019-20		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$49,644	\$52,060
Mid-Range Teacher Salary	\$82,895	\$84,043
Highest Teacher Salary	\$110,602	\$107,043
Superintendent Salary	\$236,456	\$240,628
<b>Average Principal Salaries:</b>		
Elementary School	\$125,396	\$133,582
Middle School	\$131,570	\$138,803
High School	N/A	\$133,845
<b>Percentage of Budget:</b>		
Teacher Salaries	37%	35%
Administrative Salaries	6%	5%

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

### Expenditures Per Student

For the 2019-20 school year, Alta Loma School District spent an average of \$12,648 of total general funds to educate each student (based on 2019-20 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Alta Loma School District receives state and federal categorical funding for special programs. For the 2019-20 school year, the district received categorical, special education, and support programs funds for:

- Education Protection Account
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- On-Behalf Pension Contributions
- Special Education
- State COVID Relief Funding
- State Lottery
- Title I
- Title II
- Title III
- Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2019-20					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$6,679	N/A	N/A	N/A	N/A
Restricted	\$539	N/A	N/A	N/A	N/A
Unrestricted	\$6,140	\$8,447	72.69	\$8,444	72.71
Average Teacher Salary	\$92,094	\$86,889	105.99	\$85,863	107.26

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

## SARC Data

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Stork Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school 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

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.

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Alta Loma School District. At the time of publication,

this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in October 2021. Data to prepare the school facilities section were acquired in November 2021.