

# Alta Loma School District Stork Elementary School

Grades K through 6  
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## 2018-19 School Accountability Report Card *Published January 2020*

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## 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 Statement

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 2018-19 school year, 717 students were enrolled, including 7.4% in special education, 2.8% qualifying for English Language Learner support, and 26.5% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	2.80%	Kindergarten	101
Amer. Indian or Alaska Native	0.60%	Grade 1	96
Asian	8.80%	Grade 2	91
Filipino	1.30%	Grade 3	103
Hisp. or Latino	35.70%	Grade 4	110
Native Hawaiian or Pacific Islander	0.30%	Grade 5	119
White	50.20%	Grade 6	97
Two or More Races	0.40%	Ungraded	0
Students with Disabilities	7.40%		
Socioeconomically Disadvantaged	26.50%		
English Learners	2.80%		
Foster Youth	0.00%		
Homeless	4.60%		
Total Enrollment			717

## 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 2018-19			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Fifth	26.9	31.1	10.9

Note: 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.

### 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 Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy (grades 3-8 and 11)	77.0	79.0	68.0	68.0	50.0	50.0
Mathematics (grades 3-8 and 11)	73.0	73.0	54.0	59.0	38.0	39.0

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

CAASPP Test Results in ELA by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	441	433	98.19	1.81	78.75
Male	222	219	98.65	1.35	73.52
Female	219	214	97.72	2.28	84.11
Black or African-Amer.	15	15	100.00	0.00	53.33
Amer. Indian or Alaska Native					
Asian	41	41	100.00	0.00	82.93
Filipino	--	--	--	--	--
Hisp. or Latino	161	156	96.89	3.11	77.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	212	209	98.58	1.42	80.86
Two or More Races	--	--	--	--	--
English Learners	30	29	96.67	3.33	55.17
Socioeconomically Disadvantaged	127	126	99.21	0.79	69.84
Students with Disabilities	35	35	100.00	0.00	48.57
Students Receiving Migrant Ed. Services					
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	68.42

CAASPP Test Results in Mathematics by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	442	432	97.74	2.26	72.92
Male	222	218	98.20	1.80	72.02
Female	220	214	97.27	2.73	73.83
Black or African-Amer.	15	15	100.00	0.00	40.00
Amer. Indian or Alaska Native					
Asian	41	41	100.00	0.00	82.93
Filipino	--	--	--	--	--
Hisp. or Latino	161	155	96.27	3.73	67.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	213	209	98.12	1.88	77.51
Two or More Races	--	--	--	--	--
English Learners	30	29	96.67	3.33	72.41
Socioeconomically Disadvantaged	127	125	98.43	1.57	62.40
Students with Disabilities	35	34	97.14	2.86	55.88
Students Receiving Migrant Ed. Services					
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	63.16

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

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.

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 Test Results in Science for All Students						
Science (grades 5, 8, and 10)	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for including in the 2018-19 SARC posting due February 1, 2020. These data will be included in the SARC 2019-20 posting due February 1, 2021.

## 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 Assignment*, 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, Blackboard Connect (automated phone and email 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  
PSA 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  
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

## 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:

- Replacement of the water heater in the custodial closet
- Playground refresh
- Installation of carpeting in rooms 27 & 28

#### 2019-20 Campus Improvements in Progress:

- Repairs to asphalt
- Addition of office cameras

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
Computer Lab(s)	1
Multipurpose Room(s)	2
Library/Media Center	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, September 14, 2019. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2019-20, 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, September 14, 2019			
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)	Conference Workroom 3B - Patch holes on west wall, missing speaker cover near clock; Media Center - Replace stained ceiling tiles, middle of room; Portable 35 - Repair back pack hooks outside of classroom; Portable 27 - Ripples in carpet; 3B - Missing speaker cover
(D)	Room 4 - Electrical box cover repair above exit sign
(E)	Girls Restroom Kinder - Leaky spud; Room 3 & 14 - Adjust faucet; Outside Girls RR by 17 - 1st stall leaky handle, 4th stall leaky spud
(H)	Teacher WR Women's Restroom - Adjust door; Kitchen - Adjust door closer



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 September 2019.

## 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			
	16-17	17-18	18-19
	School		
% Students Suspended	0.1	0.1	0.1
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	2.4	1.1	1.0
% Students Expelled	0.0	0.0	0.0
	State		
% Students Suspended	3.6	3.5	3.5
% Students Expelled	0.1	0.1	0.1

## 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				
2016-17				
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	15.0	6	1	
1	27.0		3	
2	25.0		4	
3	28.0		4	
4	27.0		1	2
5	24.0	1	4	
6	34.0			
2017-18				
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	13.0	7		
1	22.0	1	3	
2	26.0		4	
3	22.0	1	4	
4	22.0	1	1	2
5	32.0		2	1
6	32.0		3	
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	

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

## 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 2018-19 school year, Stork Elementary School held staff development training devoted to:

- Data Analysis
- Instructional Strategies
- California State Standards
- Opinion Writing
- GATE Training
- NearPod Training
- Close Reading
- Illuminate Training
- Technology Training
- Number Talks
- Digital Library
- Interim Assessments

- Interactive/Engagement Strategies
- Document Based Questioning
- Lexia Core 5
- Visible Active Learning
- Think Central
- Phonics and Decoding Training
- Kagan Strategies Training
- Reading Comprehension Intervention

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 2017-18, 2018-19, and 2019-20 school years, Stork Elementary School's teachers attended the following events hosted by the Alta Loma School District:

- Kagan Training
- English Language Arts/English Language Development Adopted Materials
- Cultural Proficiency
- Positive Behavioral Intervention Supports (PBIS)
- QUEST: Engaged Visible Learning
- 21st Century Skill Development
- Footsteps to Brilliance
- Technology Training
- Thinking Maps
- STEM (Science, Technology, Engineering, Math)
- Social Studies Adoption Training
- Document Based Questioning
- Next Generation Science Standards (NGSS)
- Write from the Beginning and Beyond
- Math Training
- Freckle Training
- Second Step

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		
2017-18	2018-19	2019-20
2	2	2

### 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 six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 04, 2019, 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 #09-04-19(b) 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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 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 CA Common Core</i>	0 %
<b>Science</b>		
2007	Macmillan/McGraw-Hill, <i>California 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) 2018-19		
	No. of Staff	FTE
Academic Counselor	0	0
Counselor (Contract Services)	1	*
Health Aide	1	1.0
Library Clerk	1	0.7
Nurse	1	0.2
Psychologist	1	0.4
Speech & Language Specialist	1	1.0

\* 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 Assignment

During the 2018-19 school year, Stork Elementary School had 29 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments				
	School			District
	17-18	18-19	19-20	19-20
Total Teachers	30	29	29	249
Teachers With Full Credentials	30	29	29	249
Teachers Without Full Credentials	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	0	0	0	4
Misassignments of Teachers of English Learners	1	0	0	0
Total Teacher Misassignments*	1	0	0	0
Vacant Teacher Positions	0	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## 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: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2017-18		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$45,899	\$45,741
Mid-Range Teacher Salary	\$76,641	\$81,840
Highest Teacher Salary	\$102,258	\$102,065
Superintendent Salary	\$206,418	\$224,581
<b>Average Principal Salaries:</b>		
Elementary School	\$123,644	\$129,221
Middle School	\$123,644	\$132,874
High School	N/A	\$128,660
<b>Percentage of Budget:</b>		
Teacher Salaries	39%	36%
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 2017-18 school year, Alta Loma School District spent an average of \$9,601 of total general funds to educate each student (based on 2017-18 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 2017-18 school year, the district received categorical, special education, and support programs funds for:

- California Clean Energy Jobs Act
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I
- Title II
- Title III

Expenditures Per Pupil and School Site Teacher Salaries 2017-18					
	Dollars Spent per Student				
			% Diff. School & Dist.		
	School	District		State	% Diff. School & State
Total**	\$6,520	N/A	N/A	N/A	N/A
Restricted	\$437	N/A	N/A	N/A	N/A
Unrestricted	\$6,083	\$6,258	97.21	\$7,507	81.04
Average Teacher Salary	\$86,722	\$81,404	106.53	\$82,663	104.91

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

## SARC Data

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Stork Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

### Public Internet Access Location

Parents may access Stork Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Stork Elementary School is Archibald Library, a branch of Rancho Cucamonga Public Library.

Address: 7368 Archibald Avenue, Rancho Cucamonga

Phone Number: (909) 477-2720

WebSite: <http://www.rcpl.lib.ca.us/>

Number of Computers Available: 22

### 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 December 2019. Data to prepare the school facilities section were acquired in November 2019.