

# Elderberry Elementary School

950 N. Elderberry Ave • Ontario, CA 91762 • 909-472-3982 • Grades K-6

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<https://www.omsd.net/Domain/17>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year

### Ontario-Montclair School District

950 W. D Street  
Ontario, CA 91762  
(909) 459-2500

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#### District Governing Board

Elvia M. Rivas- President

Kristen Brake- Vice President

Sonia Alvarado- Clerk

Sarah S. Galvez- Member

Flora Martinez- Member

#### District Administration

Dr. James Q. Hammond  
Superintendent

### School Description

Elderberry School is located in the city of Ontario and has been educating the children of the community for over 60 years. Elderberry has approximately 700 Transitional Kindergarten through sixth-grade students in a traditional year calendar. We have a diverse population with several different ethnic groups and languages represented. Elderberry is a focused, effective and enthusiastic learning school community. For the 2019-2020 school year, we were recognized as a Gold PBIS school for the fourth year in a row. We were also recognized as a USDA Healthier US School Gold Level. For outstanding collaboration and support toward our learning community during the COVID crisis, we were awarded the PBIS Community Cares recognition. In the 2015-2016 school year, we were recognized as a Gold Ribbon School. We were recognized as a California Distinguished School and received the Title One Closing the Achievement Gap Award in 2009-10 and again in 2010-11.

Our motto is: Be a Champion! This motto ties directly to our PBIS school-wide expectations of Elderberry Champions are respectful, responsible, honest and strive for academic excellence. We work on ways to be a champion for ourselves and the people around us. Students work hard and strive for academic excellence. Students are ultimately preparing for high school, college and beyond. We pride ourselves in setting high academic standards for all students while meeting each child's individual needs in a nurturing and supportive learning environment. Together, the Elderberry staff and the entire school community is committed that all students receive a world-class education.

We believe a school is a place where students want to be and it is our duty to make learning exciting and engaging for them. All students are held to high academic standards by teachers who believe every child will be successful. Student success is closely monitored through site, district, and state level assessments. This assessment data is used during site and grade level collaboration to plan for and guide instruction. Each student is monitored meticulously for academic growth by an effective team of teachers, Data Coach, Intervention Teacher, Assistant Principal and Principal. Instruction is adjusted based on individual and specific student needs approximately every six weeks. Indeed, the Elderberry School community goes above and beyond to meet the needs of all students to ensure academic success.

### Mission Statement

Whatever it takes, our school staff and community guarantee our commitment to the highest quality education and developing a well-rounded student.

### Goals and Objectives

All students within the Elderberry learning community will achieve identified standards in reading, language arts, and math as assessed by multiple measures throughout the year.

All students within the Elderberry learning community will demonstrate growth in English Language Proficiency as assessed by multiple measures throughout the year.

All students within the Elderberry learning community will demonstrate PBIS behavior expectations introduced throughout the year to help mold the whole child.

## About the SARC

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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	97
Grade 1	86
Grade 2	83
Grade 3	113
Grade 4	121
Grade 5	98
Grade 6	119
<b>Total Enrollment</b>	<b>717</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	1.3
Asian	1.5
Filipino	0.4
Hispanic or Latino	89.1
Native Hawaiian or Pacific Islander	0.4
White	3.1
Two or More Races	0.8
Socioeconomically Disadvantaged	88.3
English Learners	25
Students with Disabilities	7.3
Foster Youth	0.6
Homeless	10.5

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials for Elderberry Elementary	18-19	19-20	20-21
With Full Credential	31	31	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Ontario-Montclair	18-19	19-20	20-21
With Full Credential	♦	♦	925
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	11

### Teacher Misassignments and Vacant Teacher Positions at Elderberry Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)**

**Textbooks and Instructional Materials**

**Year and month in which data were collected: August 2020**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-6 Wonders (McGraw-Hill) - Adopted 2016  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	TK-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program. K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards.  *TK mathematics materials are from the most recent local adoption. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020  <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	TK- Big Day Houghton-Mifflin- Adopted 2016 K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-5 California Vistas (Macmillan/McGraw-Hill) - Adopted 2006* 6-8 My World Interactive (Pearson) - Adopted 2018  *K-5 History/Social Science materials are not from the most recent state adoption; however, the district has determined through local review that the materials are still aligned to current state standards.  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Foreign Language	Spanish II S, High School Credit Course, Vista, Imagina, 4th Edition, adopted May 2020 Spanish for Native Speakers, McDougal Littell, Tu Mundo, 2008, adopted July 2008 Beginning Spanish, Prentice Hall, Realidades, 2008, adopted July 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984 <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0%
Visual and Performing Arts	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008 6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science Laboratory Equipment	N/A <b>Percent of students lacking their own assigned textbook:</b> 0%

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

No findings to report. No sites in the district were open for in-person learning; therefore, facilities inspections were not conducted. Inspections will take place once sites re-open for in-person learning.

The OMSD Board of Education has adopted cleaning standards for all schools. Elderberry Elementary proudly exceeds the adopted standards by ensuring and maintaining a clean and safe campus. All facilities are in good working order. OMSD Operations, site administration, and custodial staff collaborate to develop cleaning schedules and procedures that guarantee all classrooms, offices, and restrooms are cleaned daily. In addition, the Head Custodian regularly checks restrooms throughout the school day. Staff and students work together to maintain a clean and orderly school.

The district takes great efforts to ensure that all schools are clean, safe and functional. The custodial staff and District Operations Department make certain that all necessary upkeep and repairs are attended to on a regular basis or in a timely manner when needed. A work order process is used to ensure efficient service; emergency repairs are given the highest priority. The Operations Department conducts an in-depth annual evaluation of each school to determine the condition of the facilities and identify maintenance needs. The district uses a facility survey, developed by the State of California Office of Public School Construction, to gather the information. Upon completion of the survey, the information is shared with the administration and work orders are submitted. The results of this survey are available at the school or district office. OMSD participates in the state's School Deferred Maintenance Program, which provides state matching funds in order to assist schools with the expenditures for major repairs and upgrades. Typically, this includes the following: roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, floor, and carpeting. Each year the district matches the required allotment set by the state in order to participate in the deferred maintenance program.

Elderberry was not required to have a William's inspection this year. The most recent visit by the Ontario-Montclair School District was on October 22, 2019. The school received an overall rating of Exemplary at 98.66%. Elderberry Elementary is proud to have met the expectations of the evaluation in all areas.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

#### Year and month in which data were collected: October 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	50	N/A	44	N/A	50	N/A
Math	52	N/A	36	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: ELA and 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	22	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2020-21)

Parental involvement is a critical factor in promoting student achievement and has been instrumental in Elderberry's success. Parents and teachers stay in constant contact with each other and also attend conferences to discuss in depth the students' progress twice a year. Parents also volunteer their time in classrooms, on field trips, and provide a variety of support services for school functions.

Parents are also actively involved in:

- Elderberry's School Site Council - SSC
- Site English Learner Parent Advisory Committee - SELPAC
- GATE parent meetings/ Special Education parent meetings
- Back to School Night/ Open House
- Parent education workshops based on the specific needs of the parents
- District English Learners Parent Advisory Committee
- District Advisory Council
- District Parent/ DELPAC workshops.
- Student recognition assemblies
- Student Study Team
- Volunteer in the classrooms
- Fundraising activities
- Spring Festival
- Grade Level Parent Meetings

**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.

**School Safety Plan (School Year 2020-2021)**

Elderberry's safety plan is reviewed and updated at the beginning of each academic year. On August 5, 2020, the staff reviewed and received an updated copy of the safety plan in the school handbook. The plan outlines active shooter, emergency attendance forms, emergency response team members, fire, and earthquake drill procedures. This year, staff, students, and parents will receive an updated, district-wide active shooter training. Monthly drills offer staff and students the opportunity to practice and become comfortable with procedures in the event of an emergency. In addition, the emergency procedures are reviewed during the year so the staff and students are prepared and understand their roles during a disaster. Practice and review of our emergency procedures enable our efficient and immediate response during monthly scheduled and unscheduled drills. Parents are informed of drills and procedures practiced by staff and students at parent meetings during the school year.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.7	0.2	2.4	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	0.8	
Expulsions	0	0	0.08%

Note: 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 prior years.

**D. Other SARC Information**

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

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	0

\*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.

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (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	2

\*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.



### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		5		22	1	4		19	3	2	
1	26		4		22		4		22		4	
2	25		5		23		5		21	3	1	
3	24		4		20	1	5		23		5	
4	28		4		32		2	1	30		4	
5	28		3		28		4		31		3	
6	25	1	4		23	1	3		28		4	
Other**									14	1		

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

\*\* "Other" category is for multi-grade level classes.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	50	50	50

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 conducted within the context of continuous improvement to ensure increasing student achievement and the social-emotional wellbeing of every student. It is designed to help employees enhance their knowledge and develop important 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 Learning Support Services and Technology departments. The focus of all professional development is based on the instructional and management needs that are identified and prioritized through the use of Professional Learning Communities. The needs are defined in the goals of our district and school plan.

Professional development at the site and district levels address the core curriculum, instructional strategies, standards-based instruction, classroom management and the MTSS multi-tiered levels of support. Some of the pieces of training include curriculum implementation, classroom management, risk management, leadership development, job-specific mandated training for classified positions and district-wide training in regards to the Common Core State Standards and corresponding materials, strategies and resources for use in the classroom. Technology is another important area for OMSD professional development. District level professional development includes state programs such as; the Induction Program for New Teachers and Peer Assistance and Review (PAR). OMSD offers training to support classroom instruction in all curricular areas. Coaches, Teachers On Assignment (TOA) and Resource Specialists are trained by the district to provide ongoing support at each site to ensure effective implementation and continuity throughout the district. Spotlight classrooms offer opportunities for teachers to visit and observe model classrooms and implementation of strategies. Site initiatives also include the development of vocabulary and academic language.

Elderberry Elementary School maintains a focus on student learning through effective instruction and the highest levels of student engagement. This is achieved through constant alignment of instruction based on student data. Staff development is also focused on implementation of adoptions. Grade levels collaborate with the data coach and administration regularly including planning days every six weeks devoted to the analysis of standards-based assessment data and planning of instruction. The Data Coach plays a critical role in supporting teachers. Coaching cycles are used to support new teachers and teachers seeking to improve their instruction. New teachers and grade levels meet with the Instructional Coach continually for on-going development. Site administrators conduct regular walkthroughs, provide feedback and work closely with the Coach and grade level teams to enhance professional practices.

Staff meetings are also devoted to reviewing the most current school-wide data, identifying areas of strength and weakness, previewing the next standards taught and identifying engagement strategies in order for students to be active participants in their own learning. Effective collaboration and staff development have been fundamental to increasing student achievement and academic success for the Elderberry School Family.

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,369	\$51,004
Mid-Range Teacher Salary	\$86,028	\$82,919
Highest Teacher Salary	\$103,764	\$104,604
Average Principal Salary (ES)	\$137,496	\$131,277
Average Principal Salary (MS)	\$140,229	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$299,676	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
Administrative Salaries	6.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

The data coach works with teachers to provide the best first instruction through coaching and planning. All assessments and data are monitored as well. There is teacher training in the use of illuminate and CAASP for analyzing ongoing student assessment of instructional programs. The intervention teacher works with targeted groups of students throughout the day to provide reading and math instruction and intervention particularly during Universal Access time. She also assists teachers in intervention documentation and parents meetings to support student progress and interventions. After school intervention classes and Saturday Make Up Academy are provided for student support. We utilize the use of technology via document cameras, interactive Smartboards, printers, and Chomebooks for classroom learning to engage all students. In addition, online learning programs are utilized to help strengthen student skills.

### 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.

### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6225.0	\$755.0	\$5470.0	\$83130.0
District	N/A	N/A	\$1608.0	\$91,106
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	109.1	-9.2
School Site/ State	-34.5	-1.3

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