

Lehigh Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Lehigh Elementary School
Street	10200 Lehigh Avenue
City, State, Zip	Montclair, CA 91763
Phone Number	909-624-5697
Principal	Christiane Ayoub
Email Address	christiane.ayoub@omsd.net
Website	www.omsd.net\lehigh
County-District-School (CDS) Code	6036305

Entity	Contact Information
District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
Website	https://www.omsd.net

School Description and Mission Statement (School Year 2019-20)

Welcome to an exciting 2019-2020 school year at Lehigh Elementary School! The staff at Lehigh is committed to exceptional standards and high levels of student success. Together we look forward to working with you to ensure a productive and positive school year for all students. As a No Excuses school we promote college readiness in our daily academic and social activities. Furthermore, as a school that implements Positive Behavior Intervention Systems we take pride in promoting a positive school culture that fosters students' social interactions. We believe in building bridges between the school and community and maintain an open door policy for all parents.

I look forward to cooperatively working with all stake-holders toward academic excellence for all our students. Thank you for your time and cooperation in making the school year seamless and successful.

Sincerely,

Mrs. Christiane Ayoub- Garcia

Principal

Lehigh Elementary School is located on the southwest corner of the Ontario-Montclair School District and was built in 1960. It currently serves 682 students in grades preschool - sixth grade.

Lehigh Elementary School's staff consists of a Principal, Elementary Administrator, Data Coach, Instructional Coach, Student Mentor, one Resource Specialist Program Teacher, two preschool teachers, one part-time Instrumental Music Teacher, two Special Day Class teachers, Student Mentor, and 26 general education classroom teachers. Other key team members include four Instructional Aides, one Office Manager, three Office Assistants, three custodians, and three food service workers.

Lehigh Elementary School offers diverse programs for students as well as parents. Parents are welcomed to attend numerous parent meetings including Principal's Coffee, School Site Council, Site English Language Proficiency Advisory Committee, Students with Disabilities parent Group, Gifted and Talented Education parent group. Additionally, Lehigh hosts an ESL class for parents that meets twice a week for 3 hours.

Students are offered after school opportunities through the city of Montclair's After School Program where they receive supper, homework help, recess, and enrichment. Additionally, students can participate in Coding, Yearbook, Book Clubs, and a variety of Sports opportunities after school. Finally, Lehigh has dedicated school wide forty-five minutes of targeted instruction at the students' reading levels four times a week.

Lehigh's Vision: Nothing less than our personal best.

Lehigh's Mission: Lehigh Elementary school prides itself on being a positive school for students. Students are rewarded for their accomplishments and progress by staff and administration. As a PBIS school we have school wide expectations of students to be ready to learn, respectful to others and responsible. We redirect behaviors with positive systems and take time to teach the expected behaviors with rewarded outcomes. As a school community we believe student achievement begins with students feeling safe and valued.

We believe that:

- A student's social, emotional, and physical well-being is fundamental to their success.
- An academic program should be broad, challenging, data-driven, and individualized to support the whole child.
- Collaboration between the student, family, school, and community is vital to student success.
- Teachers have the ability to dramatically impact students' lives. success is defined by doing our personal best.

Objectives:

- All students will meet or exceed the essential Common Core standards for Language Arts as measured by the school, district, and state assessments.
- All student will meet or exceed the essential Common Core standards for Mathematics as measured by the school, district, and state assessments.
- All English Learners will demonstrate no less than one level of growth annually in English language proficiency as measured by school, district, and state assessments.
- All students will demonstrate behaviors that reflect physical, social, and emotional well being as measured by school and district assessments.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	81
Grade 1	83
Grade 2	95
Grade 3	80
Grade 4	94
Grade 5	117
Grade 6	83
Total Enrollment	633

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.9
Asian	1.1
Hispanic or Latino	94.8
White	1.1
Two or More Races	0.3
Socioeconomically Disadvantaged	95.6
English Learners	35.2
Students with Disabilities	11.1
Foster Youth	0.8
Homeless	19.4

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	29	29	29	963
Without Full Credential	1	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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 2019-20)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-6 Wonders (McGraw-Hill) - Adopted 2016	Yes	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 state adoption.	No	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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	Yes	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-6 History/Social Science materials are not from the most recent state adoption; however, the district is in the selection phase to adopt new materials. The district has determined through local review that the materials are still aligned to current state standards.	Yes	0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	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	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Ontario Elementary School has adequate classroom, staff, and ancillary spaces. Ontario Elementary School school has 20 classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1865. Additions were constructed in 1868 and 1872. Two portable classrooms were constructed in 1897 for class size reduction. The school opened in 1890 with all portable buildings. In 1895, permanent classrooms were built. The multipurpose room was built in 1897. To promote safety, Ontario Elementary School is a closed campus; gates are closed during the school day and visitors must enter through the main office to sign in at front desk prior to entering school premises. Visitors must present their California ID badges and staff must present their district badge through our RAPTOR system. Signage has been placed at all gates directing visitors to check in at the office. All staff members have been provided with district ID badges. Ontario Elementary School offers student supervision before school, during school and after school. Supervision in the mornings is done by administrative team, support team, and noon aides. Recess duty supervision is offered by teachers, and noon aides. Adult noon aides supervise lunch and lunch recess. After school supervision is offered by administration team, support staff as well as teachers.

Ontario-Montclair School District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The Ontario-Montclair School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the Ontario-Montclair School District uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the school office or Ontario-Montclair School District office. The LEA governing board has adopted cleaning standards for all schools in the Ontario-Montclair School District. A summary of these standards is available at the school office or at the Ontario-Montclair School District office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. 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. Ontario Elementary School was not required to have a William's inspection this year. The most recent visit by the Ontario-Montclair School District was on July 1, 2019. The school received an overall rating of Exemplary at 99.13%. Ontario Elementary School is proud to have met the expectations of the evaluation in all areas.

The last district inspection of the school and its grounds was completed on November 20, 2018 in the afternoon. The overall rating for the school was "Good."

The Ontario-Montclair School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office. More specific information on the condition of the school and the efforts made to ensure the students are provided with a clean, safe, and functional learning environment are listed below.

There were no planned or completed facility improvements for the 19/20 school year.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Lehigh staff maintains a clean and healthy environment that assures the school is safe and in good repair to promote student learning and socialization on a daily basis. The principal works with two full-time and one part time custodian who diligently keeps restrooms, eating areas, and classrooms clean and sanitized. Site and district maintenance and grounds' staffs make sure that the work necessary to keep the school in good repair, in working order, and aesthetically pleasing are completed in a timely manner. A work order process is in use to ensure efficient service and that emergency repairs are given the highest priority.

To assist in this effort, the district Operations Department annually conducts an in-depth evaluation of each school to determine the condition of the facilities and identify situations that need maintenance, repair or an upgrade. The district uses the facility survey instrument to assist with the data gathering during the inspections. All findings are shared with the principal and work orders for needed repairs are created at that time. The results of this survey are available at the school office or the district office.

Cleaning Process and Schedule:

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Student Safety:

Lehigh Elementary School is committed to providing a safe environment for students and staff. Every effort is made to ensure the safety of students on campus as well as en route to and from campus. Staff members supervise student-arrival, dismissal, breakfast, lunch-time and recesses. The after-school program has staff monitoring student activity at all times. Adults must sign-in to pick up students in the after school program. Locked gates throughout the school limit access to designated personnel, and all visitors must enter the school through the front gate area, where they must check in at the office and obtain a visitor's pass. Crossing guards are posted at both major intersections north and south of the school, and safety cones are placed in the pickup/drop off area to help with dismissal. Proctors are employed by the school to provide supervision for those students eating, both before school and during lunch. The Principal, Elementary Administrator, Data Coach, and Instructional Coach are visible during the morning drop off, lunchtime, recesses, and after-school dismissal.

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 overall rating

Year and month of the most recent FIT report: Nov. 20, 2018

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

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	34	41	43	44	50	50
Mathematics (grades 3-8 and 11)	36	43	31	36	38	39

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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	366	363	99.18	0.82	41.05
Male	199	198	99.50	0.50	38.89
Female	167	165	98.80	1.20	43.64
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	351	348	99.15	0.85	40.23
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	349	346	99.14	0.86	40.46
English Learners	235	232	98.72	1.28	35.78
Students with Disabilities	55	55	100.00	0.00	16.36
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	81	79	97.53	2.47	39.24

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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 Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	367	367	100.00	0.00	43.05
Male	200	200	100.00	0.00	43.50
Female	167	167	100.00	0.00	42.51
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	352	352	100.00	0.00	41.48
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	350	350	100.00	0.00	42.57
English Learners	235	235	100.00	0.00	39.57
Students with Disabilities	55	55	100.00	0.00	12.73
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	81	81	100.00	0.00	43.21

Note: 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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.8	22.7	8.2

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.

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 2019-20)

The Lehigh School mission is to guarantee personal excellence for all learners through a home-school partnership committed to high academic and social standards. Opportunities for parental involvement for the 2019- 2020 school year include:

- Principal's Coffee/ Informational Meetings
- School Site Council (SSC)
- Site English Language Proficiency Advisory Committee (SELPAC)
- District Parent Advisory Committee (DPAC)
- District English Language Proficiency Advisory Committee (DELPAC)
- Parent Leadership Conference
- Student Success team (SST)
- Parent Academy Classes (Parent Education)
- Back to School Night
- Open House
- Parent Conferences
- Winter Program volunteer
- Fund raising volunteer
- Parent Classroom Volunteers, teacher in charge is Carol Alvarez and can be reached at 909 445- 1600. Parents are always welcomed and volunteers are greatly appreciated. Teachers will communicate their needs for volunteers through Clasdojo.

Parents are encouraged to take part in the many parental involvement opportunities provided throughout the year at Lehigh.

If you would like to get involved or participate please feel free to stop by the office for a calendar of dates or contact Debra Marin: 909-234-5698.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.5	0.9	0.7	2.5	2.4	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Lehigh prides itself with being a safe and orderly campus for all students. We maintain a Comprehensive School Site Safety Plan that was developed for the Ontario Montclair School District in collaboration with local agencies and the district office. The plan ensures safety of students and staff, it includes maintenance, security and safety of the physical environment and safe school climate, as well as our school safety compliance that ensures all required child abuse reporting procedures, suspension and expulsion policies, due process, notification to teachers about dangerous pupils, sexual harassment policy, school wide dress code, procedure for safe ingress and egress from school, procedures to ensure a safe and orderly environment and rules and procedures on discipline. Monthly disaster drills are scheduled and practiced school wide to ensure safety procedures. The plan is frequently reviewed and updated, it was discussed with the staff in September 2019.

Date of Last Review/Update: February 20, 2019

Last Discussed with Staff: September 2019.

Lehigh Elementary's Safety Plan, reviewed on an annual basis, is an integral part of the school environment. Bi-monthly drills are held to practice safety procedures in the event of an emergency, review staff member roles and responsibilities, and test support systems. Elements of the plan appear regularly on staff meeting agendas, leadership team meetings, and parent advisory council meetings.

The goals of Lehigh Elementary's Safety Plan are to ensure that:

1. All students and staff members are provided a safe teaching and learning environment.
2. All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.
3. District programs and community resources are made available to students and parents.
4. The school provides the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to cultural, racial, and religious background.

In addition, the school has a Disaster Preparedness Plan and a Crisis Response plan to deal with specific emergencies.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	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	26		5		23	1	4		20	1	3	
1	26		3		25		4		20	3	1	
2	26		4		27		3		22	1	3	
3	21	2	4		23	1	4		18	5		
4	27		3		28		4		31		3	
5	25		4		16	5			28		4	
6	27	1	3		23	1	4		26		3	
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7646.83	1173.04	6473.79	116,573.89
District	N/A	N/A	1497.90	\$87,821.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	124.8	28.1
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-14.8	34.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Lehigh Elementary School offers a variety of different services funded through different sources. These services are offered so that students are given every opportunity to succeed. Some of these services include:

- Bilingual Family Counseling
- Reading Intervention during the bells with an intervention teacher
- Extended Learning that include Saturdays
- Field Trips
- Grade Level PLC days
- Student Mentor services and student store for positive behavior incentives
- Instructional Coach
- Supplemental Instructional Materials
- Montclair Community Collaborative Outreach/Services Support
- Student Incentives that include assemblies, medals, reading awards and field trips to local colleges for Lunch called "College Visit/ Principal for the Day".

Lehigh uses all resources to fund activities and learning opportunities for students, resources are allocated for the greater good of the whole school community, we pride ourselves in offering outstanding programs for our students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,733	\$45,741
Mid-Range Teacher Salary	\$83,119	\$81,840
Highest Teacher Salary	\$100,254	\$102,065
Average Principal Salary (Elementary)	\$132,145	\$129,221
Average Principal Salary (Middle)	\$134,622	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$289,542	\$224,581
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	27	28	25

Lehigh Elementary School strives for continuous improvement for both staff and students. In addition to the numerous and varied professional development opportunities offered by the District's Teacher's On Assignments (TOAs), Lehigh develops its own professional development plan based on the site's specific needs for both the students and teachers. To determine instructional practices to introduce or refine for staff members, the site leadership team looks at both student data and anecdotal notes made during informal and formal observations. The Instructional Coach along with administration plan and provide professional development throughout the year with grade level teams. Teams are given subs to meet and discuss data, plan according to the data to respond to student needs and get training on best practices for resources and delivery of instruction practices.

Over the last two years the teachers have developed and are using a rubric for writing that mirrored what students would be scored on during the CAASPP administration. Staff developed R.A.C.E to remind students that their written and verbal responses needed to recite the question, answer the question, cite evidence, and explain how the evidence supports their answers. In addition to R.A.C.E for writing, development was on best implementation strategies for Eureka math, and the third and final focus area was ELD QTEL strategies to support long-term English Language Learners in reclassification.

With RACE being Lehigh's anchor over the last two school years, data suggested that students needed to be more engaged in their own learning and Kagan became the focal point and next step. The principal, instructional coach and a team of teachers attended a two-day training that introduced Kagan structures and the power of using these structures to keep students both engaged and accountable for their learning. The team of teachers went back to present the information to their grade level teams and began to model lessons using Kagan structures. The coaches worked with teachers who were not officially trained but were eager to try out the structures in their classrooms. The principal met with teachers one-on-one if she felt that Kagan structures could enrich the delivery instruction in their classrooms. Each staff development meaning was opened with a team building or class building structure from Kagan.

2018-2019 continues with Kagan and RACE but the focus on Positive Behavior Intervention Systems (PBIS). As a school that promotes high academic achievement we believe teacher's delivery practices must enforce content accessibility for students as well as high student engagement. Hence, we ensure teachers professional development is in the area of content accessibility through best practices for delivery. Students are given repeated exposure to content with whole group and small group instruction. Every Tuesday is dedicated to professional development in the aforementioned areas of content delivery and engagement. Teachers are given the opportunity to work with an Instructional Coach to improve their best practices.

This year, 2019- 2020 has been a year to continue to focus on the programs, resources, pacing and planning that has proved success for Lehigh. Lehigh's score have evidence that the student performance is steadily increasing. Hence, we continue to focus on RACE, use the rubrics teachers created and facilitate student engagement through Kagan. However, we are more focused by introducing Learning Targets with Success Outcomes for students and teachers. This keeps teachers focused on the objective of each lesson and allows students to focus on the expected outcome for evidence of mastery. This professional development is ongoing throughout the year and teachers are given time to demonstrate best practices to one another as well as with the Instructional Coach.