



# Moreno AVID Academy

4825 Moreno Street • Montclair • 909-445-1661 • Grades P-6

Amy D'Andrea, Principal

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<https://www.omsd.net/Domain/29>

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

### Ontario-Montclair School District

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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

Dear Families and Community Members,

With great pleasure, I welcome you to the new school year at Moreno AVID Academy. As a background for families new to our community, Moreno School was selected during the 1990-91 school year to become an integrated school to serve physically handicapped and non-handicapped students. Since then, physically handicapped students from the entire West End have been bussed to Moreno and have become part of an integrated student body at Moreno School. Thanks to the efforts of the staff, parents, and students, we have become one community with caring and supportive members who strive for the best possible environment for growth.

Moreno offers many programs and activities that enrich students' lives. We are an AVID Elementary School. AVID Elementary schools prepare ALL students for a successful future. Students will be taught how to organize their materials, copy their assignments on an agenda, take notes to support their learning, and answer higher-level questions. Students will be taught what it takes to be a successful student and in life. AVID's mission is to close the achievement gap by preparing ALL students for college readiness and success in a global society.

We encourage parents to become an integral part of each aspect of their child's education. Opportunities to volunteer are abundant! Parents may help at home, as well as, at school. Reading to your child daily, returning notices in a timely manner, contacting the school regarding student absences, address, and phone number changes, assisting with homework assignments, attending school functions, volunteering in the classroom or office and joining the PTO are just a few opportunities available to parents. Our success as educators is dependent upon the closeness of our working relationship with parents.

Please feel free to contact us at any time you may have questions and concerns. I look forward to meeting and working with you.

Sincerely,  
Amy D'Andrea, Principal

### Mission

Our mission at Moreno AVID Academy is to prepare all students for their productive futures. We do this by inspiring, guiding and believing. We do this so that all students succeed as lifelong learners.

## School Description

We are an AVID Elementary School. AVID Elementary schools prepare ALL students for a successful future. Students will be taught how to organize their materials, copy their assignments on an agenda, take notes to support their learning, and answer higher-level questions. Students will be taught what it takes to be a successful student and in life. AVID's mission is to close the achievement gap by preparing ALL students for college readiness and success in a global society. The staff at Moreno is dedicated to ensuring that your child is prepared for Junior High, High School, College, and beyond. This is not a dream; it is a reality. AVID is going to help us get there.

In addition to the academic rigor, we offer many after-school enrichment opportunities for our students such as coding, robotics, chess, art, GATE, intervention, soccer, basketball, and track. Furthermore, we are a Positive Behavior Intervention and Support (PBIS) school and we teach our students 3 Behavior expectations: Be Respectful, Be Responsible, and Be Kind. We have received the PBIS GOLD Award for the 3 years. We are also a Kindness certified school.

## Behavioral Statement of Purpose

At Moreno AVID Academy, we believe that everyone can achieve their personal best in all areas. We are respectful, responsible, and kind.

## 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	93
Grade 1	74
Grade 2	71
Grade 3	79
Grade 4	54
Grade 5	76
Grade 6	85
<b>Total Enrollment</b>	<b>532</b>

## Teacher Misassignments and Vacant Teacher Positions at Moreno AVID Academy

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments*</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

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.

## 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
<b>Black or African American</b>	3.8
<b>American Indian or Alaska Native</b>	0.6
<b>Asian</b>	1.3
<b>Filipino</b>	0.4
<b>Hispanic or Latino</b>	89.5
<b>White</b>	2.8
<b>Two or More Races</b>	1.7
<b>Socioeconomically Disadvantaged</b>	81.6
<b>English Learners</b>	25.8
<b>Students with Disabilities</b>	9.2
<b>Foster Youth</b>	0.4
<b>Homeless</b>	9.6

## 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 Moreno AVID	18-19	19-20	20-21
<b>With Full Credential</b>	28	28	27
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0

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

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 2019

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> Yes <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)

The school's FIT inspection took place on January 15, 2020. Overall, the school was found to be in "GOOD" standing.

The district and school maintenance staff consistently work to produce a safe, clean and functional campus that is kept in good repair. Work order requests are usually responded to in a timely manner and all safety issues are addressed immediately. Four school custodians rotate through the rooms on a daily basis tending to basic cleaning and repair needs. Deep cleaning is performed during the winter and spring breaks and during summer months when school is not in session. Our restrooms are thoroughly cleaned on a daily basis and a log is kept regarding the cleaning. The head custodian checks each restroom at least twice a day to ensure a safe and clean environment. Additionally, the head custodian and evening custodians, as well as the district ground crew complete daily and weekly checks of the grounds and immediately rectify any unsafe conditions. School administration has regular meetings with custodial staff. We emphasize a clean, safe and aesthetically pleasing campus, which serves to enhance our instructional program.

General Description Moreno School opened during the 1965-66 school year. The school site is presently equipped to house approximately 600 students. In 2008 we added a 6,480 square foot multipurpose room and completed modernization to the entire school. The multipurpose room is used to serve breakfast and lunch, for student assemblies, community events, and parent workshops. It also has additional student and staff restrooms.

This school has 28 classrooms, a multipurpose room that holds 507 occupants, a library, an adapted PE facility and an administration building. Seven of those classrooms are portable classrooms. Although there is adequate classroom space for each grade level, we are consistently challenged to find adequate facilities for support programs. There are six student restrooms. The staff lounge, staff workroom, and three staff restrooms are inadequate for the 72 staff members that report to Moreno. All toilets work properly. All restrooms are cleaned daily and inspected twice a day. Any body fluids are cleaned up immediately.

During the 2006-2007 school year, local bond funds (Measure T) and state matching funds were used to provide health and safety upgrades, interior improvements to classrooms and restrooms, including upgrading the fire alarm, communication and electrical systems, new carpeting, instructional walls. Additionally, modifications were made to accommodate disabled persons. The work on this project began in February 2007 and was projected to be completed by August 2008. Phase 2 began in December 2008. The school was repainted, the gates were redesigned to meet ADA compliance and a new front door was installed in the office. This project was completed in June 2009

During the 2017-2018 school year, several safety features were added to the Moreno campus. 8 foot fencing was installed as well as railing to increase the height around the kindergarten playground. A security system, Raptor, was also installed for use for visitor check in. All visitors must show and enter a valid identification card into the Raptor system prior to entry. Additionally, peepholes were installed in classroom doors so staff can see who is knocking prior to opening the door.

### 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: January 2020**

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	All Work Orders were submitted on 1-16-20 P11: Stained ceiling tiles - W,O,# 198438 completed on 1-21-20 P9: Replace missing ceiling tile - W,O, # 198437 completed on 1-21-20 P6: Paint ramp - W.O.#198436 completed on 1-24-20 P2: Paint ramp - W.O.#198435 completed on 1-24-20 Health Office: Repair broken ceiling tiles - W.O.#198406 completed on 1-21-20
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Good	All work orders were generated on 1-16-20 MPR: Install blank J box - W.O.# 198427 completed on 2-21-20 MPR: Replace broken receptacle plate - W.O.#198426 completed on 2-21-20 Bldg B: Replace broken receptacle - W.O.# 198421 completed on 1-28-20 Bldg D: Repair or replace security motion detector - W.O.#198420 completed on 2-21-20 Bldg B: Install 2 gang blank plates on open fire alarm box - W.O# 198415 completed on 1-24-20 Bldg B: Remove old intercom phone and blank off - W.O.#198413 completed on 1-24-20 Bldg B: Install LB cover and 4S blank - W.O.#198411 completed on 1-28-20 Bldg A: Install missing wiremold W.O.#198404 completed on 1-28-20 Bldg A: Replace light switch - W.O.#198403 completed on 2-6-20
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	ALL W.O. were generated on 1-16-20 B11: No water at drinking fountain - w.O.#198409 completed on 1-27-20
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	All work orders were generated on 1-16-20 P11: Hung fire extinguisher on hook. W.O. #198439 completed on 1-21-20 Building D: Install 2 gang- covers for fire alarm - W.O.# 198422 completed on 1-28-20
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	All work orders were generated on 1-16-20 P12: paint is peeling from the exterior overhang. W.O. # 198441 completed on 2-18-20 P11: paint is peeling from the exterior overhang. W.O. # 198440 completed on 2-18-20 MPR: Adjust doors so they function properly - W.O.# 198433 completed on 2-26-20
<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	51	N/A	44	N/A	50	N/A
Math	45	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	26	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)

Parent involvement is a vital strategy in the promotion of student achievement, discipline, and self-esteem. It is an integral part of our school community. The Site English Learner Parent Advisory Council and School Site Council work together to make decisions about school programs. Moreno School invites all parents to volunteer in a variety of ways, including bi-monthly parent volunteer days and "Coffee with the Principal". Our school personnel works diligently to assist parents with parent education classes, to coordinate parent volunteer opportunities, and to provide a variety of school and community resources for health and welfare issues. Parent education/family night classes are provided each year in the area of GATE, AVID, Special Education, and reclassification. The PTO and a group of staff members also provided Family Fun Nights such as Art Easel Night, BINGO for Books, Movie Night, and Trunk or Treat.

Information on parent involvement and family resources can be accessed by contacting the school office at 909-445-1661. Additionally, Moreno School's PTO supports the school in a variety of ways including fundraising. This organization provides many opportunities for parent involvement. If you are interested in joining the Moreno PTO please contact Maria Bogarin at 909-445-1661.



**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)**

The Moreno School safety plan is reviewed and revised as necessary at the beginning of each school year. The plan includes very specific procedures ranging from fire to chemical attack and intruder/lockdown procedures. The support staff is assigned classrooms to assist during drills or in the event of an emergency. A staff development workshop is held at the beginning of each school year once the plan is updated and approved by staff. The plan was last reviewed and updated in October 2020. Drills are held monthly and attended by all students and staff. A mock earthquake drill is conducted each year in October. There is a clearly articulated visitor policy that states that all visitors must check into the office prior to visiting anywhere on campus and provide a valid ID. For parents that wish to volunteer, they must fill out a Volunteer Application. The district has created three levels of types of volunteers. Depending on the level of contact with students, parents may be required to complete a TB test, provide a driver's license and/or clear a fingerprint check. District employees are required to wear identification badges. There are 5-6 employees monitoring students getting on and off the school buses. Students are only released to a parent or guardian listed on the emergency card when they are checked out during the school day.

**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	0.5	1.4	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	20	2	3		20	2	3		18	1	4	
1	26		3		24		3		23		3	
2	26		2		19	4			22		3	
3	25		3		25		2		26		3	
4	30		2		22	1	3		27		2	
5	30		3		26	1	2		25		3	
6	32		1	1	21	1	3		27		3	
Other**	8	2							7	3		

\*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	18	17	10

#### General PD Statements

Professional development at Moreno School is developed based on student assessment data and teacher need. The school site leadership team meets at the close of each year and again prior to school starting to determine needs. The site leadership team also meets once a month to determine needs and celebrate successes. Teachers are asked to inform their leadership members of any specific concerns or areas of need. All certificated staff members participate in 2 hours of professional development three times a month. Paraprofessionals and non-instructional staff receive professional development through the district classified personnel department. Moreno School has a full-time Instructional Coach who provides professional development on teaching strategies, conducts demonstration lessons, serves as the PBIS Coach as well as assists staff with computer-based assessments and the state test. She also teaches small groups. Lastly, since we are an AVID Elementary School, at least 5 staff attend an AVID 3-day conference each year in order to support our implementation of AVID strategies.

#### 2018-2019

5 staff members attended the AVID Summer Institute for 3 days prior to the commencement of the school year

4 grade levels attended PD on Eureka Math fluency

4 grade levels attended PD on SBAC writing text types

Certificated and Classified staff participate in PD on handling student behavior needs

Certificated and Classified staff participated in PD delivered by the Montclair Police Department on Active Intruder Training

Leadership Team Members participated in 4 days of MTSS training

All certificated staff was invited to attend full professional development days during the school year to learn Kagan Cooperative Learning Strategies. (30 staff attended Day 3, 24 staff attended Day 4, and 20 attended Day 5). Additionally, 7 PreK-1st grade teachers attended Kagan for Littles training

#### 2019-2020

5 staff members attended the AVID Summer Institute for 3 days prior to the commencement of the school year

All grade levels PreK-6th attended "Balanced Literacy Diet"

6th, 4th, PreK, TK, and Kinder attended PD on Eureka Math fluency

PreK, TK, Kinder, 1st, 2nd, and 3rd grades attended NGSS PD

Certificated and Classified staff participate in Restorative Practices training

Leadership Team Members participated in 2 days of MTSS training, 2 days of UDL training, and 2 planning days

Additionally, 4 2nd grade teachers will attend Kagan for Littles training in April 2020

#### 2020-2021

All teachers attended 2, 2-hour PD sessions provided by i-Ready

The site leadership team worked with a consultant to strengthen their leadership for 2 days

The leadership attended a 4-hour PD for MTSS

Teachers attended 4 hours of PD with the consultant with a focus on building effective teams, leadership, and continuous improvement.

Teachers attended weekly site-based PD on distance learning practices and strategies, SEL, assessments, Kagan, and MTSS to name a few.

All teachers had the opportunity to participate in district-provided PD in distance learning and technology use.

**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**

Discretionary Funds: Academic field trips, released planning time, professional development, instructional materials, web-based program, 6th-grade promotion, GATE enrichment, after school tutoring, technology

Title I: parent education and family nights, Community Events, Connect Ed, newsletters, part-time intervention teacher

**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	9752.84	2986.59	6676.26	114,555.33
District	N/A	N/A	1497.90	\$91,106
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	126.7	22.8
School Site/ State	-14.9	30.6

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