

Moreno AVID Academy

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	Moreno AVID Academy
Street	4825 Moreno Street
City, State, Zip	Montclair
Phone Number	909-445-1661
Principal	Amy D'Andrea
Email Address	Amy.D'Andrea@omsd.net
Website	https://www.omsd.net/Domain/29
County-District-School (CDS) Code	3667819-6036370

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)

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 past 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.

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

Grade Level	Number of Students
Kindergarten	96
Grade 1	76
Grade 2	77
Grade 3	51
Grade 4	84
Grade 5	82
Grade 6	79
Total Enrollment	545

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0.9
Asian	1.5
Filipino	0.7
Hispanic or Latino	88.3
White	3.9
Two or More Races	1.5
Socioeconomically Disadvantaged	81.7
English Learners	24.4
Students with Disabilities	13.8
Homeless	8.1

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	25	28	28	963
Without Full Credential	0	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.	Yes	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	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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)

The school's FIT inspection took place on October 24, 2018. 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, modification will be 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, peep holes 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 overall rating

Year and month of the most recent FIT report: October 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	All Work Orders were submitted on 10-24-18 B22: Stained ceiling tiles - W.O. # 176298 completed 11-9-18 B11: Stained ceiling tiles - W.O.#176290 completed 10-30-18 B12: Stained ceiling tiles - W.O. #176292 completed 11-9-18 C41: DStained ceiling tiles - W.O. #176310 completed 11-9-18 D62: Stained ceiling tiles - W.O. # 176315 completed 11-9-18 Laundry Room: VCT needs replacement due to work damage - W.O. # 176293 will be completed over spring break APE Restroom: Flooring replacement needed - W.O. # 176300 will be completed over spring break B23: carpet replacement required - W.O. #176296 will be completed over spring break

System Inspected	Rating	Repair Needed and Action Taken or Planned
		<p>Speech Therapy: Carpet replacement required - W.O. #176297 will be completed over spring break</p> <p>Psychologist Office: carpet replacement required - W.O. #176302 will be completed over spring break</p> <p>Building B workroom - W.O. # 176305 will be completed over spring break</p> <p>MPR Kitchen: linoleum damaged W.O. # 176332 completed 11-14-18</p> <p>MPR: damaged ceiling tiles - W.O. # 176326 completed 10-30-18</p> <p>MPR: several tack board panels missing - W.O. #176349 completed 11-5-18</p> <p>Hygiene Room: replace damaged ceiling tiles - W.O. # 176287 completed on 11-9-18</p>
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	<p>All work orders were generated on 10-24-18</p> <p>MPR: sound system cabling draped across steps on stage W .O.#176327 completed 11-5-18</p> <p>P12: light fixture out W .O.# 176364 11-5-18</p> <p>Library: Blank off empty data drops in 5400 raceway W .o.# 176311 COMPLETED ON 11-5-18</p> <p>Centry D: 24x24 pull box need KO seal W .O. #176319 completed 11-5-18</p> <p>Upper Girls RR: lighting needs to be increased W .O.# 176322 completed on 11-14-18</p> <p>Upper Boys RR: lighting needs to be increased W .O.# 176323 completed on 11-14-18</p> <p>Building B workroom: Light fixture out W .O.# 176306 completed 11-5-18</p> <p>C32 Light fixture out W .O.# 176307 completed 11-5-18</p> <p>C43:Light fixture out W .O.# 176308 completed 11-5-18</p> <p>Mens restroom: Light fixture out W .O.# 176285 completed 11-9-18</p> <p>Kitchen: replace covers on wire mold for fire alarm W .O.# 176281 completed on 11/2/18</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	<p>ALL W.O. were generated on 10/24/18</p> <p>C42: water pressure is too low , adjust pressure W .O.# 176309 completed on 10/25/18</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
		<p>D63: stream to high on drinking fountain W .O.#176314 completed on 10/25/18</p> <p>B11: water pressure is too high, adjust pressure W .O.# 176291 completed on 10/25/18</p> <p>A2: water pressure is too low , adjust pressure W .O.# 176274 completed on 10/25/18</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>Good</p>	<p>All work orders were generated on 10/24/18</p> <p>Mech storage in Bldg D: patch holes in plaster and paint room W .O. # 176366 completed on 1/15/19</p> <p>P9: fire extinguisher is missing annual inspection & monthly inspection tag W .O.# 176356 completed on 10/26/18</p>
<p>Structural: Structural Damage, Roofs</p>	<p>Good</p>	<p>All work orders were generated on 10/24/18</p> <p>P11: foundation skirting needs replacement W .O. # 175555 completed on 10/31/18</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>Good</p>	<p>All work orders were generated on 10/24/18</p> <p>A2: paint wrought iron fencing around electrical gear W .O. # 176365 completed on 11/5/18</p> <p>Teachers Lounge: end cap on panic bar needs replacement W .O. # 176283 completed on 10/25/18</p>
<p>Overall Rating</p>	<p>Good</p>	

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)	45	51	43	44	50	50
Mathematics (grades 3-8 and 11)	40	45	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	284	280	98.59	1.41	51.43
Male	131	129	98.47	1.53	44.96
Female	153	151	98.69	1.31	56.95
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	253	251	99.21	0.79	50.20
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	233	231	99.14	0.86	48.92
English Learners	118	117	99.15	0.85	43.59
Students with Disabilities	36	34	94.44	5.56	8.82
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	23	23	100.00	0.00	26.09

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	284	280	98.59	1.41	45.36
Male	131	129	98.47	1.53	42.64
Female	153	151	98.69	1.31	47.68
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	253	252	99.60	0.40	44.44
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	233	231	99.14	0.86	43.29
English Learners	118	118	100.00	0.00	38.98
Students with Disabilities	36	34	94.44	5.56	8.82
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	23	23	100.00	0.00	34.78

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	12.3	17.3	16.0

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)

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.

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	0.8	0.5	1.4	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)

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 2019. 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.

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	19	2	3		20	2	3		20	2	3	
1	27		2		26		3		24		3	
2	25		3		26		2		19	4		
3	22	1	3		25		3		25		2	
4	30		2		30		2		22	1	3	
5	26		3		30		3		26	1	2	
6	29		3		32		1	1	21	1	3	
Other**	10	1			8	2						

*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)	
Other	1.0

*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.

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	9752.84	2986.59	6676.26	114,555.33
District	N/A	N/A	1497.90	\$87,821.00
Percent Difference - School Site and District	N/A	N/A	126.7	26.4
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-11.7	32.3

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)

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

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	16	18	17

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. Teachers also took a survey at the end of the 18-19 school year and selected PD that they were interested in having in the 19-20 school year. 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. Teachers also participate in three full release days for Structured Teacher Planning Time where professional development is provided, data is analyzed, and lessons are designed based on student need. 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.

2017-2018

- 7 staff members attended the AVID Summer Institute for 3 days prior to the commencement of the school year
- All certificated staff was invited to attend 2 full professional development days during the school year to learn Kagan Cooperative Learning Strategies. (30 staff attended Day 1 and 27 staff attended Day 2)
- All K-3 teachers attended 2 full day training on Early Literacy delivered by the district
- All 4th-6th-grade teachers attended 2 days of NGSS training provided by the district
- Several grade levels attended Eureka planning days with district math coaches
- Classified and Certificated staff attended 2, 2-hour workshops on Strengths Finder
- Teachers attended a 2-hour AVID note-taking training provided by RIMS AVID staff

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 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