

# Sultana 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
<b>School Name</b>	Sultana Elementary School
<b>Street</b>	1845 South Sultana Avenue
<b>City, State, Zip</b>	Ontario, CA 91761
<b>Phone Number</b>	909-986-1215
<b>Principal</b>	Adriana Melgoza
<b>Email Address</b>	Adriana.Melgoza@omsd.net
<b>County-District-School (CDS) Code</b>	36678196036412

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)

Sultana Elementary School was built in 1963 and is located in South Ontario, CA. Sultana is a preschool through sixth-grade traditional school serving 727 students. The diverse student body represents a multicultural population. There are opportunities to participate in academic enrichment and intervention classes as well as the after-school Think Together Program. Sultana Elementary has received the Platinum PBIS award as well as the Civic Learning Award of Merit.

Mission Statement: Sultana Sports & Science Academy provides a safe, responsible, and respectful environment where students are encouraged to engage in innovative project based learning through a holistic program of rigorous academic enrichment, health education, team building, and character development. Students develop lifelong, healthy living habits while they enhance their critical thinking and problem-solving skills to develop a deep understanding of the world around them.

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

Grade Level	Number of Students
Kindergarten	132
Grade 1	113
Grade 2	83
Grade 3	95
Grade 4	90
Grade 5	82
Grade 6	85
<b>Total Enrollment</b>	<b>680</b>

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.7
Asian	1.5
Hispanic or Latino	93.2
Native Hawaiian or Pacific Islander	0.4
White	1.8
Two or More Races	0.4
Socioeconomically Disadvantaged	93.8
English Learners	36.6
Students with Disabilities	20
Foster Youth	0.6
Homeless	11.3

## 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	45	40	38	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
<b>Reading/Language Arts</b>	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-6 Wonders (McGraw-Hill) - Adopted 2016	Yes	0%
<b>Mathematics</b>	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%
<b>Science</b>	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%
<b>History-Social Science</b>	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%
<b>Health</b>	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Visual and Performing Arts</b>	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)

Sultana School was originally built in 1963. Sultana Elementary has adequate classrooms, staff, and ancillary spaces. The school has a total of 42 classrooms, a multipurpose room, a library, 1 computer lab, 1 science lab and an administration building that houses offices and staff facilities. There are 20 portable classrooms that were installed at various times between 1996 and 2009. There were no completed or planned facility improvements during the 2018/2019 school year. The school has a large field and enough playground equipment for student engagement. There are 9 restrooms. The school facility offers a good learning environment with fully functioning lighting, heating, and cooling systems, and noise negation. Each teacher has a school laptop computer. There are 42 classrooms equipped with Smart Boards and all classrooms have document cameras and LCD projectors. Internet access is available in the office and all classrooms.

To promote safety, Sultana Elementary School is a closed campus; gates are closed during the school day and visitors must enter through the main office to sign at the front desk prior to entering school premises. Visitors must present their California ID badges and staff must present their district Badge through out 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. Sultana Elementary School offers student supervision before school, during school and after school. Supervision in the mornings is done by administrative team, support team, and proctors. Recess and lunch duty supervision is offered by our proctors. After school supervision is offered by administration team, support staff as well as teachers.

Sultana School is maintained in a manner that assures it is in good repair and functional. The principal works with the custodial staff to make certain a daily cleaning schedule is maintained so classrooms, restrooms and the school grounds remain clean, safe and orderly, and that the floors, walls, and plumbing system are all in good repair. Carpet was replaced in 4 of our current classrooms. Site and district maintenance and grounds staff 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.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. 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. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the school office or at the Ontario-Montclair School District office. During the most recent Facility Conditions Evaluation conducted on August 27, 2019, by the County's Williams Team, facilities and buildings, rooms, and grounds were found to be in "good repair." The report describes the visit as "professional experience with a focus by the entire staff on seeking to improve the learning of each student." There were no extreme deficiencies found and one good repair deficiency. The found good repair deficiency was remedied at the time of the inspection as listed on the report. The good repair was section 9 Sinks/Fountains, water pressure was too low. It was followed by the work order #191516.

### 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:** August 27, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Sinks/Fountains Grounds: Water pressure too low ( work order # 191516 completed 8/27/19
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	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)	46	50	43	44	50	50
Mathematics (grades 3-8 and 11)	41	41	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	351	347	98.86	1.14	49.86
Male	181	177	97.79	2.21	48.02
Female	170	170	100.00	0.00	51.76
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	327	323	98.78	1.22	49.54
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	337	333	98.81	1.19	49.25
English Learners	190	187	98.42	1.58	42.78
Students with Disabilities	74	73	98.65	1.35	9.59
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	47	46	97.87	2.13	41.30

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	351	349	99.43	0.57	41.26
Male	181	179	98.90	1.10	40.22
Female	170	170	100.00	0.00	42.35
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	327	325	99.39	0.61	40.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	337	335	99.41	0.59	40.60
English Learners	190	189	99.47	0.53	37.04
Students with Disabilities	74	73	98.65	1.35	8.22
Students Receiving Migrant Education Services					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	47	46	97.87	2.13	30.43

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	16.5	24.7	14.1

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)

Sultana Sports & Science Academy partners with parents/guardians in the education process. We provide school involvement and parent education opportunities through a variety of classes and workshops for parents such as parenting, ideas on learning at home, accessing community resources, home-school communication, volunteering, and decision making/governance. Parents are involved in decision-making through participation in School Site Council (SSC), School English Language Advisory Committee (SELPAC), Coffee with the Principal, and the Parent Teacher Organization (PTO). Parent are encouraged to participate in the classroom, attend and help with school events, (such as Open House, Back to School Night, parent conferences, Donuts with Dads) and field trips, be involved with clubs and athletics.

Regular school to home communication is provided in both English and Spanish. Information about current events and school activities can be found on the Ontario Elementary School website, flyers, Dojo, and Twitter account. The school mails important news and announcements to the parents at home, and uses the automated system to call parents and send text messages to parents via Blackboard Connect.

Contact: Elva Enciso, Elementary Administrator

Phone Number: 909-986-1215

### 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	1.5	0.6	0.4	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 Comprehensive School Safety Plan was developed for Sultana Elementary school in collaboration with local agencies and district office. Student learning is enhanced by a safe and orderly school climate. Fire, earthquake and lock-down drills are held monthly. The Sultana School Safety Plan was revised during the 2019-2020 school year. Annual review of the safety plan took place on August 27, 2019. Key elements in the current plan include disaster procedures, routines, and emergencies; reporting for child abuse, dangerous students, and hate crimes; policies related to suspension and expulsion; sexual harassment, dress code, school discipline, and coming and going procedures. Staff development on the plan is ongoing.

## 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	18	4	4		20	2	6		17	6	2	
1	21	1	4		25		4		20	2	3	
2	21	1	4		22		4		23	1	3	
3	28		3		17	2	4		19	4	1	
4	25		3		24		3		28		3	
5	30		4		31		3		25		3	
6	23	2	4		26	1	4		28		3	
Other**					12	1			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	9598.0	3156.0	6441.0	89688.0
District	N/A	N/A	1608.0	\$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	120.1	2.1
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-15.3	8.2

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)

Sultana's categorical money is used for a variety of services, including Instructional Coach, Data Media Assistant and Intervention Teacher. In addition, the funds are used to provide classroom subs, teacher data analysis and planning, and teachers' professional development. We provide translators for parent conferences, back to school night, Open House and other parent trainings. Babysitting is provided for all parent meetings and parent training that the school provides. Categorical funding is also used to purchase technology used for instructional purposes and other instructional materials. Some categorical funding is used to pay teachers to provide extended learning opportunities for 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	30	28	37

We used student achievement data to determine the need for professional development in math. Sultana Elementary has provided teachers time to unpack the math curriculum to provide students with the best instruction. Teachers participated in Module studies, Prep and Custom and overall Eureka training for the new teachers. Teachers also participated in Balanced Literacy and Data and Assessment planning days in order to look at data and reflect on next steps. Learning targets have been a focus of interest for math. The district TOA has presented professional development to the entire staff. Teachers are supported through in class coaching, evaluation process, student performance data reporting, training at the district office, and walk through feedback.