

Edison Elementary

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

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.

2021-22 School Contact Information

School Name	Edison Elementary
Street	515 East 6th Street
City, State, Zip	Ontario, Ca, 91764-1818
Phone Number	909-984-5618
Principal	Hugo Lopez
Email Address	hugo.lopez@omsd.net
School Website	omsd.net/edison
County-District-School (CDS) Code	36678196036222

2021-22 District Contact Information

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

2021-22 School Overview

Edison Academy of Differentiated Learning is one of thirty-two schools in the Ontario-Montclair School District. Edison is located in the northern portion of the district and serves students from Ontario and Upland. It is one of the smallest physical plants in the district and currently has fifteen portable classrooms in use in addition to the permanent buildings, bringing the total number of classrooms to thirty-one. Edison Elementary School received the Title I Academic Achievement Award in 2007, 2008, and 2009. Edison was chosen by the Campaign for Business and Education Excellence (CBEE) as 2017 and 2018 Honor Roll recipients. In addition, Edison received recognition as a Five Star School from the California Association of Gifted Learners in 2015 and became a Gold Ribbon School through the California Department of Education that same year. In 2017, 2018, and 2019 consecutively, Edison is recognized as a Positive Behavioral Intervention and Supports (PBIS) Gold School.

There are thirty classroom teachers and two full-time resource specialists at Edison. There is also one instructional coach, an outreach consultant, one special ed instructional aide, a general ed instructional aide and a bilingual instructional aide. We have two administrators which are the principal and assistant principal. Local control and categorical funding provides for the support services of a librarian, and a mentor. Additional support is provided by the administrative assistant, the school office assistant, an additional part time office assistant, and health services assistant, two full time custodians and one part time custodian, three part time cafeteria workers and five noon aides. In addition, the district provides a physical education teacher and four physical education aides, an instrumental music teacher, a school nurse, a psychologist, a speech/language specialist, and a speech aide on a part-time basis. Students, staff, and parents work together to promote academic excellence. To prepare students socially, emotionally and academically, the development of self discipline and individual responsibility is essential. Edison School's programs are designed to focus on achievement through responsible learning. Academic goals for our students focus on the achievement of identified standards in reading, language arts and math, English proficiency for our English language learners, and the development of behaviors reflecting physical, social and emotional well-being.

Student progress is monitored by a variety of means. On a yearly basis, the CAASPP (California Assessment of Student Performance and Progress) provides data for third through eighth grade students. Edison also utilizes data from the common site and district assessments in reading, writing, and mathematics to plan for program improvements and develop school-wide focus areas. Teachers consistently participate in data and planning meetings to discuss academic results and determine grade level practices and next steps. Edison is developing a multi-tier system of support to provide appropriate services to all students. School-wide programs include Reading Counts for all students and leadership opportunities for upper-grade students. We have an Elementary and Middle school sports program and participate in a variety of events including science fair, spelling bee, Read Across America, and Red Ribbon Week. We host trimester awards to recognize students for academic achievement, participation in extra-curricular activities, and attendance. Edison established a PBIS citizenship program called

2021-22 School Overview

"Choose the Right Path" to promote positive behavior in motivating ways for students. Students are recognized weekly for Choosing the Right Path and demonstrating Respect, Responsibility, Honesty, and Integrity.

Decision making is guided by the following vision and mission at Edison Academy:

Vision: Empower all students to become successful citizens.

Mission: Through Innovative approaches to teaching and differentiated instruction, we will promote deep and complex thinking, responsibility, and collaboration.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	78
Grade 2	72
Grade 3	87
Grade 4	92
Grade 5	101
Grade 6	105
Grade 7	57
Grade 8	56
Total Enrollment	726

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.9
Male	46.1
American Indian or Alaska Native	0.8
Asian	4.1
Black or African American	2.2
Filipino	1.9
Hispanic or Latino	77.4
Native Hawaiian or Pacific Islander	0.1
Two or More Races	4.1
White	9.2
English Learners	13.6
Foster Youth	0.4
Homeless	2.8
Socioeconomically Disadvantaged	63.6
Students with Disabilities	6.1

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2021	
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 6-8 Collections (Houghton Mifflin Harcourt - 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 local adoption. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020	No	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%
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.	Yes	0%
Foreign Language	*Spanish II S, High School Credit Course, Vista, Imagina, 4th Edition, adopted May 2020 - *Not from the most recent state adoption. Spanish for Native Speakers, McDougal Littell, Tu Mundo, 2008, adopted July 2008 Beginning Spanish, Prentice Hall, Realidades, 2008, adopted July 2008	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	Yes	0%

School Facility Conditions and Planned Improvements

To promote safety, Edison Academy is a closed campus; gates are closed during the school day and visitors must enter through the main office to sign in at the front desk prior to entering school premises. When conditions allow for visitors, they must present their California ID badges and staff must present their district badge through our RAPTOR system. Signage has been placed near the entrance directing visitors to check in at the office. All staff members have been provided with district ID badges. Edison Academy offers student supervision before school, during school and after school. Supervision in the mornings is done by administrative team, support team, teachers and noon aides. Teachers supervise recess and Adult noon aides supervise lunch and lunch recess. After school supervision is offered by administration, support staff, as well as teachers.

Edison school is clean and in good repair. Work orders are generated to address any facilities needs and completed in a timely manner. There are no planned facility improvements at this time. In the past year, our kinder playground received new turf and our perimeter fencing was upgraded. We installed a colorful mindfulness mural on the playground to encourage self-care, and kindness. The grass on the playground was replaced with turf this year, for an expansive, green, level playing area.

During the 2020-2021 Edison received an overall rating of 98.55% GOOD , there were three sections that needed to have repairs, those are listed below. For the 2021-22 school year, the scheduled inspection is set for - 1/11/2022

Year and month of the most recent FIT report

"scheduled visit 1/11/2022"

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Clean room and ensure electrical panels and ladder are not blocked and accessible.
Electrical	X			Repair data jack plate in 5400 raceway on east side of room; Remove extension cord across floor that is a trip hazard, Repair or replace light not working; Install 4s blank at com box east end of room and south wall near ceiling; Diffusers missing 2 4' light fixtures
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Fire Extinguisher is missing.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	491	NT	NT	NT	NT
Female	259	NT	NT	NT	NT
Male	232	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	28	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	380	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	24	NT	NT	NT	NT
White	36	NT	NT	NT	NT
English Learners	43	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	46	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	321	NT	NT	NT	NT

Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	491	NT	NT	NT	NT
Female	259	NT	NT	NT	NT
Male	232	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	28	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	380	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	24	NT	NT	NT	NT
White	36	NT	NT	NT	NT
English Learners	43	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	46	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	321	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
All Students	491	486	98.99%	1.02%	67.82%
Female	258	255	98.84%	1.16%	69.77%

Male	233	231	99.14%	0.86%	65.67%
American Indian or Alaska Native	5	5	100.00%	0.00%	0.00%
Asian	31	31	100.00%	0.00%	100.00%
Black or African American	12	11	91.67%	8.33%	0.00%
Filipino	17	17	100.00%	0.00%	100.00%
Hispanic or Latino	381	377	98.95%	1.05%	62.99%
Native Hawaiian or Pacific Islander	1	1	100.00%	0.00%	
Two or More Races	0	0	0	0	
White	44	44	100.00%	0.00%	100.00%
English Learners	43	42	97.67%	2.33%	0.00%
Foster Youth	1	1	100.00%	0.00%	
Homeless	23	23	100	0.00%	52.17%
Military	0	0	0	0	N/A
Socioeconomically Disadvantaged	491	486	98.98%	1.02%	67.82%
Students Receiving Migrant Education Services	0	0	0	0	N/A
Students with Disabilities	27	27	100.00%	0	44.44%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
All Students	491	481	97.98%	2.03%	94.01%
Female	258	252	97.67%	2.33%	43.80%
Male	233	229	98.28%	1.72%	50.21%
American Indian or Alaska Native	5	5	100%	0.00%	
Asian	31	31	100.00%	0.00%	100.00%
Black or African American	12	12	100.00%	0.00%	0.00%
Filipino	17	17	100.00%	0.00%	100%
Hispanic or Latino	381	371	97.38%	2.62%	40.16%
Native Hawaiian or Pacific Islander	1	1	100.00%	0.00%	
Two or More Races	0	0	0	0	0
White	44	44	100.00%	0.00%	68.18%
English Learners	43	41	95.35%	4.65%	0.00%
Foster Youth	1	1	100%	0.00%	
Homeless	23	22	95.65%	4.35%	0.00%

Military	0	0	0	0	na
Socioeconomically Disadvantaged	491	481	97.96%	2.04%	46.84%
Students Receiving Migrant Education Services	0	0	0	0	na
Students with Disabilities	27	27	100.00%	0.00%	37.04%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	155	NT	NT	NT	NT
Female	86	NT	NT	NT	NT
Male	69	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	122	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	13	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	14	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	94	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Edison staff recognizes the importance of parent partnerships and involvement in the educational programs and services for children. Parents are encouraged to become actively involved in their child's learning experiences. Through ongoing two-way communication, we strive to foster a partnership for learning.

Parents are provided ongoing suggestions for supporting their children's learning efforts through class and school newsletters, as well as site and district sponsored parent education and involvement activities. Participation in individual classroom activities, along with attendance at School Site Council (SSC) and School English Learner Parent Advisory Council (SELPAC) meetings are encouraged. SSC and SELPAC meetings provide an avenue for site-specific dialogue with an administrator, along with involvement in the joint development of Edison's School Plan and evaluation. Edison has an active and supportive Parent Faculty Organization. Their fundraising efforts have benefited Edison's student body through community building and enrichment opportunities. Edison hosts parent meetings for Special Education, GATE, English Learners, Principal's Coffee, and other parent workshops which are held throughout each school year. Additionally, when feasible, community events, dances, sports activities, and other extracurricular events afford parents many opportunities to be involved in school activities.

Information about current events and school activities can be found on the Ontario Elementary School website, ClassDojo "School Story", School loop, flyers and Twitter account. The school mails important news and announcements to parents at home, uses the school's automated telephone system to contact parents verbally, sends text messages to parents via Blackboard Connect and social media such as Twitter. Parents who want more information or wish to participate may contact our PFO president Mrs. Jennifer Ziemer at zjiemer1030@gmail.com. There is a job for everyone who wants to get involved!

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	738	734	45	6.1
Female	398	395	18	4.6
Male	340	339	27	8.0
American Indian or Alaska Native	6	6	2	33.3
Asian	33	33	0	0.0
Black or African American	16	16	3	18.8
Filipino	14	14	0	0.0
Hispanic or Latino	567	564	34	6.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	30	30	2	6.7
White	71	70	4	5.7
English Learners	103	103	12	11.7
Foster Youth	3	3	0	0.0
Homeless	36	35	3	8.6
Socioeconomically Disadvantaged	483	480	40	8.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	45	45	1	2.2

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.95	0.00	2.98	0.03	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.12	1.64	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Edison Academy in collaboration with local agencies and the district office. Edison partners with parents and staff to review and update the school's Safety Plan. Components of the plan include: maintenance, security and safety of the physical environment, school climate which addresses disaster procedures routines, an action plan that ensures a safe physical environment and safe school climate, as well as our school safety compliance that ensures required child abuse reporting procedures, suspension and expulsion policies, due process, notification to teachers about sexual harassment policy, procedures for safe ingress and egress from school, procedures to ensure a safe and orderly environment and rules and procedures on school discipline. Monthly disaster drills are scheduled and practiced school-wide to ensure student safety procedures.

- School Safety Plan includes Emergency Response Team (ERT) assignments for the year and procedures for earthquake, fire, AED, and lockdown/VIPER drills. A contingency plan for emergencies is contained in a handbook available to each staff member.
- Each staff member receives an updated Disaster Preparedness information with ERT list, school map, and a brief description of safety procedures each year.
- Each classroom has a Safety backpack containing an updated class list, first aid supplies and disaster supplies.
- Each classroom has a portable sanitation kit.
- Edison participated in the Great Shake Out on 10/21/21.

The plan reviewed annually by the school Site Council (SSC) and updated in response to developing site needs pertaining to student safety.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	24		3	
2	26		3	
3	24		4	
4	27		4	
5	28		4	
6	29		4	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	3	
1	25		3	
2	26		3	
3	24		4	
4	26		4	
5	27		4	
6	28		4	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	3	
1	26		3	
2	24		3	
3	22	1	3	
4	23		4	
5	25		4	
6	26		4	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6459.0	\$519.0	\$5939.0	\$84347.0
District	N/A	N/A	\$1608.0	\$92,686
Percent Difference - School Site and District	N/A	N/A	114.8	-9.4
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-34.8	-1.8

2020-21 Types of Services Funded

Categorical funding provides for the support services of a library media assistant, an Intervention Teacher (TOA), and an Outreach Consultant. Instructional materials for language Arts and Math are supplemented through categorical funds. Professional development, in the form of release days for teachers to meet with grade level teams, is supported by categorical funds as well as for substitute teachers. Additionally, Edison offers an ASES Program (After School Education and Safety) and provides in-kind contributions including but not limited to: copy machine usage, custodial services, computers, and classroom space.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,998	\$52,060
Mid-Range Teacher Salary	\$87,146	\$84,043
Highest Teacher Salary	\$105,113	\$107,043
Average Principal Salary (Elementary)	\$138,892	\$133,582
Average Principal Salary (Middle)	\$141,565	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$319,095	\$240,628
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

Edison strives to set continuous rigorous goals that lead to student achievement. A leadership team is established each year with representation from each grade level, administration, and support staff. Meetings are held with teaching staff each year to determine a focus for professional development. Feedback from community surveys, school-wide benchmark and state testing data, School Site Council input, and input from staff are taken into consideration when developing goals. In the 2017-2018 school year, a continued focus on gifted strategies across settings, differentiated instruction through questioning, and data analysis with goal setting were emphasized. In 2018-2019, a focus on vertical articulation planning, data analysis and universal design for learning in an Multi tiered system of Support was highlighted. In this current school year 2019-2020 Effective writing across subject areas with a focus on citing evidence was adopted. Enhancing collaboration techniques for improved engagement is also being stressed. Teachers are being deliberate about sharing Learning Targets with students, and allowing for student's self-assessment and determination of their own abilities. Students will know what is needed to reach their Learning Targets, which will enhance their inquiry and focus their efforts. Teachers receive feedback from administration and colleagues on a continuous basis. Data meetings support team members to identify areas of strength, the needs of students, and to improve instructional practice. Teachers are offered many district hosted PD opportunities, and given the ability attend the yearly CAG (California Association for the Gifted) conference. 2020-2021-Participating in cohort 3 - Multi-Tiered Support System implementation as a staff, the Leadership committee is at the forefront of the rollout. Author and Professional Learning Committee educator Luic Cruz is leading the staff to establish and transition to Professional Learning Communities that are transformational, sustainable and promote a healthy school culture.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	15	17	

Ontario-Montclair School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	12994	NT	NT	NT	NT
Female	6378	NT	NT	NT	NT
Male	6616	NT	NT	NT	NT
American Indian or Alaska Native	92	NT	NT	NT	NT
Asian	257	NT	NT	NT	NT
Black or African American	394	NT	NT	NT	NT
Filipino	81	NT	NT	NT	NT
Hispanic or Latino	11629	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	31	NT	NT	NT	NT
Two or More Races	140	NT	NT	NT	NT
White	370	NT	NT	NT	NT
English Learners	2756	NT	NT	NT	NT
Foster Youth	73	NT	NT	NT	NT
Homeless	2320	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11552	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1919	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	12994	NT	NT	NT	NT
Female	6378	NT	NT	NT	NT
Male	6616	NT	NT	NT	NT
American Indian or Alaska Native	92	NT	NT	NT	NT
Asian	257	NT	NT	NT	NT
Black or African American	394	NT	NT	NT	NT
Filipino	81	NT	NT	NT	NT
Hispanic or Latino	11629	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	31	NT	NT	NT	NT
Two or More Races	140	NT	NT	NT	NT
White	370	NT	NT		NT
English Learners	2756	NT	NT	NT	NT
Foster Youth	73	NT	NT	NT	NT
Homeless	2320	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11552	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1919	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.