

Montera Elementary School

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	Montera Elementary School
Street	4825 Bandera Street
City, State, Zip	Montclair, Ca 91763
Phone Number	909-445-1062
Principal	Rudy Sandoval
Email Address	rudy.sandoval@omsd.net
School Website	
County-District-School (CDS) Code	3667819

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

Montera Elementary believes we are a collaborative community of empowered learners. We practice being safe, responsible, and respectful as we focus on college, career, and life readiness. Here at Montera, we proudly offer two programs unique to our district. Mandarin, dual immersion, and Inclusion, special education classes that model inclusionary practices. We believe that every student can learn. We strive to meet their unique needs by individualizing their school experience and celebrating our students' diverse linguistic and cultural backgrounds to our learning community.

Teachers and support staff provide many platforms to develop as professionals. Student data and district and state testing are the primary factors guiding and determining staff development areas. Teachers work in grade-level collaboration meetings to analyze students' data, create action plans, and discuss, model, and observe best practices. Professional development occurs throughout the school year, including after-school workshops, conference attendance, individual mentoring, and after-school professional study meetings multiple times per month. Site administration facilitates grade-level meetings and supports teachers individually by assisting in reading instruction, observing, and providing feedback via a weekly walk-through. All non-instructional support staff, including clerical, custodial, and proctors, meet with an Administrator each trimester in their respective groups to present information and for collaboration and training. These meetings' goals are to contribute to positive and collaborative school culture and facilitate continuous improvement.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	135
Grade 1	77
Grade 2	68

Grade 3	65
Grade 4	64
Grade 5	73
Grade 6	77
Total Enrollment	559

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47
Male	53
American Indian or Alaska Native	1.8
Asian	11.1
Black or African American	3.2
Filipino	0.2
Hispanic or Latino	80.9
Native Hawaiian or Pacific Islander	0.7
Two or More Races	0.7
White	1.4
English Learners	39.4
Foster Youth	0.7
Homeless	3.9
Socioeconomically Disadvantaged	91.6
Students with Disabilities	13.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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

Ontario-Montclair School Board approved several curricular adoptions that we implement here at Montera elementary. Our State Preschool, Special Day Class Preschool, and Transitional Kinder classes use Big Day by Houghton-Mifflin-Harcourt and supplement with Eureka. Our TK-K Special Day Classes use Wonders Works, Eureka, California Inspire Science, and California Vistas. Our Mandarin Dual Immersion uses Wonders, Better Immersion, Eureka, California Inspire, and California Vistas. General Education K-6th implements Wonders, Eureka, California Inspire, California Vistas, or World Interactive.

Year and month in which the data were collected

August 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 Better Immersion	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 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

Montera school site consists of 16 permanent classrooms, the main office, library, computer lab, and a multipurpose room attached to a serving kitchen where students are served breakfast and lunch. Montera has retained 16 portable classrooms, two of which house a morning and afternoon Preschool. There are no current or planned facility improvements. All classrooms have Internet access and are equipped with student computers. All teachers have a laptop computer and a network printer in their classroom. The school has a dedicated computer lab for grades TK-2nd and laptops carts for grades 3rd-6th.

Montera's campus is fenced and secured. Access is granted to all students thirty minutes prior and thirty minutes after school. After morning arrival, access to the campus is limited through the front office. All visitors are required to check-in via the district's Raptor System where they will receive a printed badge that must be worn at all times while on campus. All Preschool parents are required to drop their students off in the classroom as the program requires sign-in and out daily.

Teachers and proctors supervise students on the playground during scheduled breaks throughout the school day. LEA takes great efforts to ensure that all schools are clean, safe, and functional. 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. Two full-time and one part-time custodian implement the cleaning standards as set by the district. The Head Custodian works with the Principal to develop a cleaning schedule that ensures a clean, safe environment that is kept in good repair. The report on this inspection was forwarded to the Superintendent of Schools. No corrections were required as reflected elsewhere in this report. On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitor school sites to evaluate the sufficiency of instructional materials and to ensure that school site facilities are in good repair. Our Facility Inspection was conducted on August 19, 2021. No extreme or good repair deficiencies were observed.

Year and month of the most recent FIT report

8/19/21

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			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
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	281	NT	NT	NT	NT
Female	136	NT	NT	NT	NT
Male	145	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	20	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	236	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	86	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	32	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	267	NT	NT	NT	NT

Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	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	281	NT	NT	NT	NT
Female	136	NT	NT	NT	NT
Male	145	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	20	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	236	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	86	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	32	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	267	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	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	281	266	94.32%	5.69%	25.62%
Female	136	129	94.85%	5.15%	25.74%

Male	145	136	93.79%	6.21%	25.52%
American Indian or Alaska Native	5	5	100.00%	0.00%	0.00%
Asian	20	19	95.00%	5.00%	100.00%
Black or African American	11	11	100.00%	0.00%	0.00%
Filipino	NA	NA	0.00%	0.00%	0.00%
Hispanic or Latino	236	222	94.07%	5.93%	21.61%
Native Hawaiian or Pacific Islander	5	4	80.00%	20%	
Two or More Races	0	0	0	0	
White	4	4	100.00%	0.00%	NA
English Learners	86	81	94.19%	5.81%	0.00%
Foster Youth	1	1	100.00%	0.00%	
Homeless	16	15	93.75	625.00%	0.00%
Military	0	0	0	0	N/A
Socioeconomically Disadvantaged	281	265	94.31%	5.69%	25.62%
Students Receiving Migrant Education Services	0	0	0	0	N/A
Students with Disabilities	37	32	86.49%	13.51%	0.00%

*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	281	267	94.97%	5.04%	34.80%
Female	136	127	93.38%	6.62%	16.18%
Male	145	140	96.55%	3.45%	18.62%
American Indian or Alaska Native	5	5	100%	0.00%	
Asian	20	19	95.00%	5.00%	100.00%
Black or African American	11	11	100.00%	0.00%	0.00%
Filipino	0	0	0	0	na
Hispanic or Latino	236	225	95.34%	4.66%	14.41%
Native Hawaiian or Pacific Islander	5	3	60.00%	40.00%	
Two or More Races	0	0	0	0	0
White	4	4	100.00%	0.00%	0.00%
English Learners	86	82	95.35%	4.65%	0.00%
Foster Youth	1	1	100%	0.00%	
Homeless	16	16	100.00%	0.00%	0.00%

Military	0	0	0	0	na
Socioeconomically Disadvantaged	281	267	95.02%	4.98%	17.44%
Students Receiving Migrant Education Services	0	0	0	0	na
Students with Disabilities	37	34	91.89%	8.11%	0.00%

*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	73	NT	NT	NT	NT
Female	33	NT	NT	NT	NT
Male	40	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	0	0	0	0	0
Hispanic or Latino	64	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	33	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	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

The school involves parents in an organized, ongoing, and timely way. Providing opportunities for regular meetings that allow the parents to participate in decisions relating to their children's education. We have an open campus policy that encourages parent volunteers both in and outside the classroom. Yearly opportunities allow parents to participate in our governing board, School Site Council, and district advisory committees. Montera's administration team meets with parents of Title 1, English Language Learners, Special Education, and GATE students three times a year to discuss related school programs, activities and hear feedback in the spirit of continual improvement. The Principal also holds regular "Coffee with the Principal" meetings to provide parents education, information, and a platform for addressing concerns. Montera hosts events that promote home-to-school connections, such as Back to School Night, parent conferences, and grade-level make-and-take parent nights so that parents are up to date on progress and expectations as providing the supports and resources to best help their children succeed. Parents are always invited to attend the Student Support Team and Student Attendance Review Team meetings to strategize on meeting the needs of their students best. Last, Montera parents are an essential aspect of celebrating student success during the Student of the Month, Trimester Awards Assembly as we honor student achievement.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	586	576	56	9.7
Female	276	272	27	9.9
Male	310	304	29	9.5
American Indian or Alaska Native	10	10	1	10.0
Asian	64	63	1	1.6
Black or African American	19	19	3	15.8
Filipino	2	2	0	0.0
Hispanic or Latino	473	464	49	10.6
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	4	4	0	0.0
White	9	9	1	11.1
English Learners	233	232	23	9.9
Foster Youth	4	4	0	0.0
Homeless	26	25	5	20.0
Socioeconomically Disadvantaged	529	526	52	9.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	84	83	10	12.0

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	1.51	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	1.30	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

Montera Elementary School's Safety Plan was jointly developed and approved by Montera's School Site Council in February 2021. All stakeholders reviewed the Safety Plan in August 2021. There are additional safety chats monthly as well as fire, earthquake and lock-down drills conducted twice a month. Administrators, Teachers, and other stakeholders are currently collaborating to update the 2022 plan. The Safety Plan includes such items as emergency contact numbers, whereabouts of emergency supplies, and disaster preparedness procedures.

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	19	3	2	
1	23	1	2	
2	24		3	
3	19	4		
4	27		3	
5	26		3	
6	25		2	

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	26	2	2	2
1	22	1	2	
2	25	1	2	
3	22		3	
4	27		3	
5	26		3	
6	28		3	

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	19	5	2	
1	19	3	1	
2	23	1	2	
3	22		3	
4	21		3	
5	24		3	
6	26		3	

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
Other	2.5

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	\$8729.0	\$2149.0	\$6579.0	\$89514.0
District	N/A	N/A	\$1608.0	\$92,686
Percent Difference - School Site and District	N/A	N/A	121.4	-3.5
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-24.8	4.2

2020-21 Types of Services Funded

Categorical funds are utilized to support staffing needs and programs that serve the underachieving student population. Montera School has a Multi-Tiered System of Support Team (MTSS) that coordinates case management and Student Success Team (SST) meetings which target students struggling academically and/or have behavior needs. The Student Success Team meetings involve the student, parents, referring teacher, Outreach Consultant, and School Administrator. These meetings allow the team to determine supports that best close the gap. The administrative staff coordinates and supports the school plan and program by using a variety of assessments to monitor the progress of all students and coordinating the implementation of supplemental school programs to meet the needs of underachieving students. Montera School has a full-time Intervention Teacher who provides daily tutoring for underachieving students in a small-group setting, between the bells and after in ELA and Math. To meet social-emotional needs, our Outreach Consultant facilitates services to students who may need additional resources in the areas of counseling, case management, basic need, and housing.

Extracurricular activities such as Science Olympiad, Math Pentathlon, GATE club, Coding, Chess Teams, Spelling Bee, Student Council, and our year-round sports programs provide excellent enrichment activities for students. Our school mentor coordinates a homework club after-school to support students. The school has a dedicated library staffed by a 3-hour per day Library/Media Aide so students can check out books and use the resources available. Montera also collaborates with the City of Montclair to provide facilities for an After-School Program that occurs Monday through Friday until six in the evening. The program is staffed by the City of Montclair to keep children safe and provide a meaningfully academic program that is aligned to state standards. The program also provides students with extra academic support and extracurricular activities, such as music, arts and crafts, and sports.

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

Montara Elementary in Ontario-Montclair School District provides extensive opportunities for professional development. The OMSD Learning and Teaching Division provides professional development in writing, reading, mathematics, visual and performing arts, science, and other content areas and the delivery of instruction. In addition, the district offers quality, ongoing professional development to all teachers by grade level, content area, and/or individual preference.

Montera's focus for professional development this year is on Effective Instructional Strategies, emphasizing Common Core readiness and Writing through the use of KAGAN strategies and gradual release. Montera selected its professional development focus based on the district's vision and the most recent SBAC and I-Ready Data. In addition, the staff meets three times a month on our Tuesday minimum day as well as twice a month during P.E. to participate in Professional Learning Communities to improve our professional practices. As a result, teachers have the opportunity to practice the skills they learn in their classrooms with feedback from the Principal, Assistant Principal, and each other.

Students from Kinder to sixth grade utilize Universal Access coring in English Language Arts class 45 - 90 minutes a day. Additionally, we provide on-site professional development to our teachers on alternate Tuesdays. Paraprofessionals and non-instructional staff are provided with training opportunities through the district office and the school site. We focus on understanding what positive student interactions emphasize positive reinforcement, student safety, responsibility, and respect.

District-level professional development includes workshop sessions and classroom support for beginning teachers (BTSA), courses for teachers working towards their teaching credentials, support for veteran teachers through the Peer Assistance and Review program (PAR), technology training and classroom support, leadership development for administrators, compliance workshops, and a variety of job-specific and mandated training for classified employees. In addition, OMSD has several sustained initiatives, including MTTs, PBIS, UDL, and ECRI.

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	8	28	13

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.