

# Mission 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/](http://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/](http://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/](http://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/](http://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

<b>School Name</b>	Mission Elementary School
<b>Street</b>	5555 Howard Street
<b>City, State, Zip</b>	Ontario, CA 91762
<b>Phone Number</b>	909-627-3010
<b>Principal</b>	Rhonda O'Neil
<b>Email Address</b>	rhonda.oneil@omsd.net
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	3667819-6036354

## 2021-22 District Contact Information

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

## 2021-22 School Overview

Mission Elementary School is a caring, student-centered learning environment which assures all students a superior education through a partnership between school and community. The staff at Mission is a dedicated group of professionals who are committed to providing a quality education in a motivating supportive atmosphere. We believe that learning is an ongoing process which begins at home, is supported and encouraged at school, and continues throughout a lifetime. We believe that every student will develop a positive self-image, a sense of self-discipline, respect for other people, academic independence, and effective communication skills. During the school day, teachers involve the students in many different activities, utilizing a great variety of strategies to ensure that all students learn, and to provide a rich and supportive classroom experience. A variety of other programs and services are offered at Mission. Students will have the opportunity to participate in our after-school program, outdoor education, and extended learning opportunities.

### Vision

Mission Elementary School cultivates collaboration among staff, students, parents and the community to provide a safe, supportive environment where students will become proficient or advanced in all academic areas.

### Mission

Mission Elementary School guarantees each student a rigorous, comprehensive, standards-based education.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	86
Grade 2	85
Grade 3	80
Grade 4	70
Grade 5	88
Grade 6	101
<b>Total Enrollment</b>	<b>593</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5
Male	53.5
American Indian or Alaska Native	0.8
Asian	1
Black or African American	2.9
Filipino	0.3
Hispanic or Latino	90.7
Two or More Races	0.8
White	3.4
English Learners	34.2
Foster Youth	1
Homeless	5.6
Socioeconomically Disadvantaged	92.1
Students with Disabilities	16.5

## 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>

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.0	88.5	847.8	91.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	6.0	0.6	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.0	3.8	13.8	1.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	6.0	0.7	12115.8	4.4
Unknown	2.0	7.7	54.1	5.8	18854.3	6.9
<b>Total Teaching Positions</b>	<b>26.0</b>	<b>100.0</b>	<b>927.8</b>	<b>100.0</b>	<b>274759.1</b>	<b>100.0</b>

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.

### 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	1.0
Vacant Positions	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.0</b>

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair. At the time of publishing, a facilities inspection had not been conducted for the 2020-21 school year as this site was not offering in-person instruction due to COVID-19. A visit will be conducted once the site resumes in-person learning.

**Year and month in which the data were collected** August 2020

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 local adoption. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020	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	Yes	0%

	*K-5 History/Social Science materials are not from the most recent state adoption; however, the district has determined through local review that the materials are still aligned to current state standards.		
<b>Foreign Language</b>	*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%
<b>Health</b>	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%
<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

The Mission Campus has adequate classroom, staff and ancillary spaces which includes:

- 28 classrooms (sufficient for each class to have its own room)
- A Staff Lounge with bathrooms
- Workroom for teachers
- Two areas for students to eat, a Multipurpose room and covered patio area for approximately 200 hundred students
- 9 bathrooms for students around campus
- 2 separate playgrounds for primary/upper each has its own field and a separate basketball area and grass area.

There are no current or planned facility improvements.

To promote safety, Mission Elementary School 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. Visitors must present their California ID, and staff must present their district badges. Mission Elementary School offers student supervision before school, during school and after school. Supervision in the mornings is done by the administrative team, support team and proctors. Recess duty supervision is offered by teachers and proctors. Adult proctors supervise lunch and lunch recess. After school supervision is offered by the administration team, support staff as well as teachers.

The district governing board has adopted cleaning standards for all schools in the district and Mission School is maintained in a manner that assures it is clean and in good working order. The principal works with the three-member custodial staff to develop cleaning schedules to ensure all classrooms, offices, and restrooms are cleaned daily, and restroom checks are done periodically throughout the day. Staff and students work together to maintain a clean and orderly school of which all can be proud. The district takes great efforts to ensure that all schools are clean, safe and functional. Site and district maintenance and grounds staff make sure that the work necessary to keep the school in good repair and aesthetically pleasing are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs related to staff and student safety are given the highest priority.

To assist in this effort, the district's Operations Department conducts an annual in-depth evaluation of each school to determine the condition of the facilities and identify situations that need maintenance, repair or an upgrade. The district uses a facility survey instrument developed by the State of California Office of Public School Construction to assist with the data gathering during the inspections. All findings are shared with the principal and work orders for needed repairs are created at that time. The results of this survey are available at the school office or the district office. The state inspection mandated under the Williams Settlement was last completed August 31, 2021. The report was forwarded to the Superintendent of Schools. No areas of concern or deficiencies were noted by the team.

**Year and month of the most recent FIT report**

August 31, 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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## School Facility Conditions and Planned Improvements

<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X		
<b>Interior:</b> Interior Surfaces	X		<ul style="list-style-type: none"> <li>• Health Office: Ceiling tiles are damaged, loose, missing or stained (remedied 8/31/21)</li> <li>• Library: Cabinets or counters are damaged or broken (remedied 8/31/21)</li> <li>• Library: Permanent furniture broken or damaged (remedied 8/31/21)</li> </ul>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		<ul style="list-style-type: none"> <li>• Main Office Area: Unsecured items are stored too high and pose a safety hazard (remedied 8/31/21) <ul style="list-style-type: none"> <li>• Multi-purpose Room: Area improperly used for storage (remedied 8/31/21)</li> </ul> </li> </ul> <p>Grounds: Gopher holes, trip hazards (work order #221259 remedied 12/3/21)</p>
<b>Electrical</b>	X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		Grounds: Sink/fountain is not working properly (work order 221616 remedied 9/1/2021)
<b>Safety:</b> Fire Safety, Hazardous Materials	X		MPR- Maintenance products not stored properly (remedied 8/31/21)
<b>Structural:</b> Structural Damage, Roofs	X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>Grounds: open "S" hooks, protruding bolt ends, shar points or edges in play/sports equipment (work order #221611 remedied 9/24/21)</p> <p>Grounds: significant holes and deterioration- trip hazard (work order #221297 remedy in progress)</p> <p>Grounds: Windows are boarded up (work order #221295 remedied 8/25/21)</p> <p>Grounds: Seating and/or tables are broken, damaged or deteriorating (work order #221710 remedied 9/1/21)</p> <p>Quad: Seating and/or tables are broken, damaged or deteriorating (work order #221725 remedied 9/1/21)</p> <p>Grounds: Play/sports equipment is broken, damaged or deteriorating (work order and remedy pending)</p> <p>Grounds: Low hanging or broken tree branches pose a safety issue (work order #221722 remedied 10/13/21)</p> <p>Grounds: Overgrown vegetation poses a trip/safety hazard (work order #221238 remedied 8/26/21)</p>

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (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
<b>All Students</b>	342	NT	NT	NT	NT
<b>Female</b>	154	NT	NT	NT	NT
<b>Male</b>	188	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	310	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	11	NT	NT	NT	NT
<b>English Learners</b>	97	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	36	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	319	NT	NT	NT	NT

<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	68	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
<b>All Students</b>	342	NT	NT	NT	NT
<b>Female</b>	154	NT	NT	NT	NT
<b>Male</b>	188	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	310	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	11	NT	NT	NT	NT
<b>English Learners</b>	97	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	36	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	319	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	68	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
<b>All Students</b>	341	335	98.28%	1.76%	31.09%
<b>Female</b>	153	151	98.69%	1.31%	34.64%

<b>Male</b>	188	184	97.87%	2.13%	28.19%
<b>American Indian or Alaska Native</b>	4	4	100.00%	0.00%	0.00%
<b>Asian</b>	5	5	100.00%	0.00%	0.00%
<b>Black or African American</b>	9	9	100.00%	0.00%	0.00%
<b>Filipino</b>	1	1	100.00%	0.00%	0.00%
<b>Hispanic or Latino</b>	310	304	98.06%	1.94%	28.71%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00%	0.00%	
<b>Two or More Races</b>	0	0	0	0	
<b>White</b>	12	12	100.00%	0.00%	0.00%
<b>English Learners</b>	97	97	100.00%	0.00%	0.00%
<b>Foster Youth</b>	1	1	100.00%	0.00%	
<b>Homeless</b>	18	18	100	0.00%	0.00%
<b>Military</b>	0	0	0	0	N/A
<b>Socioeconomically Disadvantaged</b>	341	335	98.24%	1.76%	31.09%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	N/A
<b>Students with Disabilities</b>	66	65	98.48%	1.52%	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.

<b>iREADY Student Groups</b>	<b>iREADY Total Enrollment</b>	<b>iREADY Number Tested</b>	<b>iREADY Percent Tested</b>	<b>iREADY Percent Not Tested</b>	<b>iREADY Percent At or Above Grade Level</b>
<b>All Students</b>	341	332	97.30%	2.70%	34.96%
<b>Female</b>	153	148	96.73%	3.27%	16.34%
<b>Male</b>	188	184	97.87%	2.13%	18.62%
<b>American Indian or Alaska Native</b>	4	4	100%	0.00%	
<b>Asian</b>	5	5	100.00%	0.00%	0.00%
<b>Black or African American</b>	9	9	100.00%	0.00%	0.00%
<b>Filipino</b>	1	1	100.00%	0.00%	0.00%
<b>Hispanic or Latino</b>	310	301	97.10%	2.90%	17.10%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	na	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	12	12	100.00%	0.00%	0.00%
<b>English Learners</b>	97	95	97.94%	2.06%	0.00%
<b>Foster Youth</b>	1	1	100%	0.00%	
<b>Homeless</b>	18	18	100.00%	0.00%	0.00%

<b>Military</b>	0	0	0	0	na
<b>Socioeconomically Disadvantaged</b>	341	332	97.36%	2.64%	17.60%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	na
<b>Students with Disabilities</b>	66	63	95.45%	4.55%	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
<b>Science</b> (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
<b>All Students</b>	88	NT	NT	NT	NT
<b>Female</b>	38	NT	NT	NT	NT
<b>Male</b>	50	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	84	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	28	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	78	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	19	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

Mission has had a long history of strong parent and community relations. Our School Site Council (SSC) is committed to working collaboratively on shared decision making at Mission School. The SSC at Mission School represents the entire school community and must approve the use of school improvement funds, school based coordinated plan, curriculum, budgets, and the multitude of other things needed to provide a successful learning environment for the students. Mission School encourages parents and other members of our community to share their time, knowledge, and abilities, with our students. The Mission SELPAC seeks to inform parents of school and district programs and actively seeks to advise the school staff on concerns that pertain to Mission English Learners. Other than the SSC and SELPAC meetings, Mission School will continue to provide a number of parent workshops throughout the year that will focus on parenting skills, homework, discipline and working collaboratively with the school. Parent workshops are generally offered every Tuesday and Thursday mornings, as well as some Monday afternoons. All workshops are offered in English and Spanish and the school provides childcare to further encourage parent participation. Parent Involvement Contact Person: Rhonda O'Neil, Principal, 909-627-3010

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	617	611	71	11.6
Female	289	286	30	10.5
Male	328	325	41	12.6
American Indian or Alaska Native	5	5	2	40.0
Asian	7	6	0	0.0
Black or African American	19	19	2	10.5
Filipino	2	2	0	0.0
Hispanic or Latino	558	553	66	11.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	0	0.0
White	20	20	1	5.0
English Learners	212	211	27	12.8
Foster Youth	8	8	0	0.0
Homeless	37	37	4	10.8
Socioeconomically Disadvantaged	569	564	70	12.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	116	115	18	15.7

### 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
<b>Suspensions</b>	0.57	0.00	2.98	0.03	3.47	0.20
<b>Expulsions</b>	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
<b>Suspensions</b>	0.29	1.64	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

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



## 2021-22 School Safety Plan

Date of Last Review/Update: August 2021 Date last discussed with Staff: August 2021/ Reviewed annually at a staff meeting  
Emergency Preparedness Committee

- Update/review school plan and make necessary changes
- Committee evaluates drill procedures
- Provides staff training
- Check facilities quarterly Emergency Plan
- Legal requirements and school information is provided
- Roles of all staff members outlined, partners, assigned
- Procedures for disaster “teams” outlined
- Student release procedures are listed
- Drills and appropriate actions are listed with teacher responsibilities
- Procedures delineated for various natural and other disasters
- Emergency forms and supplies are cataloged
- Guidelines for “smog days” and “heat days” are described

## 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	22	1	4	
1	24		3	
2	25		3	
3	20	3	2	
4	31		3	
5	31		3	
6	24	1	3	

## 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	21	1	4	
1	27		3	
2	26		3	
3	23		3	
4	27		3	
5	22	1	3	
6	31		3	
Other	15	2		

## 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	26		3	
3	25		3	
4	34			1
5	28		3	
6	31		3	
Other	16	3	1	

## 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	\$7261.0	\$1178.0	\$6082.0	\$90778.0
District	N/A	N/A	\$1068.0	\$92,686
Percent Difference - School Site and District	N/A	N/A	140.3	-2.1
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-32.5	5.6

## 2020-21 Types of Services Funded

Mission School's categorical funds are used to pay for a number of services that benefit student learning and welfare.

### Title I

- Intervention salary and benefits
- Secretarial and clerical salaries and benefits
- Instructional materials, supplies, and other books
- Printing/copier expenses, lamination, and expenses
- Library Aide salary and benefits

### EIA- SCE

- Instructional Coach salary and benefits
- Assessment Assistant salary and benefits
- Secretarial and clerical salaries and benefits
- Conferences, instructional materials, supplies and other books.
- Printing/copier expenses, lamination expenses
- Substitutes

### EIA- LEP

- Assessment Assistant and benefits

## 2020-21 Types of Services Funded

- Instructional materials
- Testing materials
- Instructional Coach salary and benefits

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

## Professional Development

The Ontario-Montclair School District offers research-based, on-going professional development for certificated, classified and management employees aligned with the district's long-term goals. Professional development is designed to help employees enhance their knowledge and develop needed skills to provide quality services in order to maximize student learning and achievement. Professional development courses and programs are developed and coordinated through the district's Robert Hardy Professional Development Center as well as at each school site. The focus of all professional development is based on the instructional and management priorities outlined in the goals and objectives of our strategic and school improvement plans and is based on analysis of student data. Professional development at the site and district levels address the core curriculum, instructional strategies, standards-based instruction, and classroom management. In addition, district level professional development includes workshop sessions and classroom support for beginning teachers (BTSA), courses for teachers working towards on 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 related workshops and a variety of job-specific and mandated trainings for classified employees. OMSD has several sustained initiatives including NGSS, Wonders, Eureka, QTEL, HSS, and PBIS. Coaches are trained by the district to provide ongoing support at each site to ensure and support the correct implementation in each classroom. All Mission teachers attend Structured Teacher Planning Time meetings with the Site Instructional Support Team to assist in providing the best academic program for our students. Instructional decisions are made based on the analysis of current data from various assessments using, Illuminate, the district's data system.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5

# 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

<b>District Name</b>	Ontario-Montclair School District
<b>Phone Number</b>	(909) 459-2500
<b>Superintendent</b>	Dr. James Q. Hammond
<b>Email Address</b>	info@omsd.net
<b>District Website Address</b>	<a href="https://www.omsd.net">https://www.omsd.net</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
<b>All Students</b>	12994	NT	NT	NT	NT
<b>Female</b>	6378	NT	NT	NT	NT
<b>Male</b>	6616	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	92	NT	NT	NT	NT
<b>Asian</b>	257	NT	NT	NT	NT
<b>Black or African American</b>	394	NT	NT	NT	NT
<b>Filipino</b>	81	NT	NT	NT	NT
<b>Hispanic or Latino</b>	11629	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	31	NT	NT	NT	NT
<b>Two or More Races</b>	140	NT	NT	NT	NT
<b>White</b>	370	NT	NT	NT	NT
<b>English Learners</b>	2756	NT	NT	NT	NT
<b>Foster Youth</b>	73	NT	NT	NT	NT
<b>Homeless</b>	2320	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	11552	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	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
<b>All Students</b>	12994	NT	NT	NT	NT
<b>Female</b>	6378	NT	NT	NT	NT
<b>Male</b>	6616	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	92	NT	NT	NT	NT
<b>Asian</b>	257	NT	NT	NT	NT
<b>Black or African American</b>	394	NT	NT	NT	NT
<b>Filipino</b>	81	NT	NT	NT	NT
<b>Hispanic or Latino</b>	11629	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	31	NT	NT	NT	NT
<b>Two or More Races</b>	140	NT	NT	NT	NT
<b>White</b>	370	NT	NT		NT
<b>English Learners</b>	2756	NT	NT	NT	NT
<b>Foster Youth</b>	73	NT	NT	NT	NT
<b>Homeless</b>	2320	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	11552	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	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.