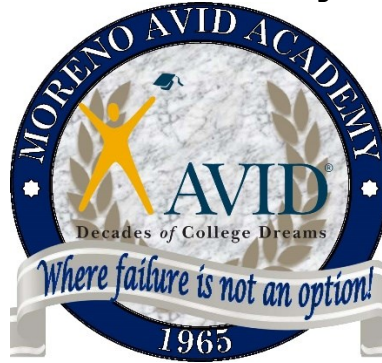# Moreno AVID Academy
2021 School Accountability Report Card

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

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

Dear Families and Community Members;

It is with great pleasure, I welcome you to the new school year at Moreno AVID Academy. As a background for families new to our community, Moreno School was selected during the 1990-91 school year to become an integrated school to serve physically handicapped and non-handicapped students. Since then, physically handicapped students from the entire West End have been bussed to Moreno and have become part of an integrated student body at Moreno School. Thanks to the efforts of the staff, parents, and students, we have become one community with caring and supportive members who strive for the best possible environment for growth.

Moreno offers many programs and activities that enrich students' lives. We are an AVID Elementary School. AVID Elementary schools prepare ALL students for a successful future. Students will be taught how to organize their materials, copy their assignments on an agenda, take notes to support their learning, and answer higher-level questions. Students will be taught what it takes to be a successful student and in life. AVID's mission is to close the achievement gap by preparing ALL students for college readiness and success in a global society.

We encourage parents to become an integral part of each aspect of their child's education. Opportunities to volunteer are abundant! Parents may help at home, as well as, at school. Reading to your child daily, returning notices in a timely manner, contacting the school regarding student absences, address, and phone number changes, assisting with homework assignments, attending school functions, volunteering in the classroom or office and joining the PTO are just a few opportunities available to parents. Our success as educators is dependent upon the closeness of our working relationship with parents.

Please feel free to contact us at any time you may have questions and concerns. I look forward to meeting and working with you.

Sincerely,
Kimberly Martindale, Principal

2021-22 School Overview

Mission:
It is our mission at Moreno School, a dynamic community with a unique blend of cultures and abilities, to prepare all of our students to be responsible, life-long learners through a challenging curriculum which nurtures each student's intellectual, social and emotional growth.

School Description:
We are an AVID Elementary School. AVID Elementary schools prepare ALL students for a successful future. Students will be taught how to organize their materials, copy their assignments on an agenda, take notes to support their learning, and answer higher-level questions. Students will be taught what it takes to be a successful student and in life. AVID's mission is to close the achievement gap by preparing ALL students for college readiness and success in a global society. The staff at Moreno is dedicated to ensuring that your child is prepared for Junior High, High School, College, and beyond. This is not a dream; it is a reality. AVID is going to help us get there.

In addition to the academic rigor, we offer many after-school enrichment opportunities for our students such as coding, robotics, chess, art, GATE, intervention, soccer, basketball, and track. Furthermore, we are a Positive Behavior Intervention and Support (PBIS) school and we teach our students 3 Behavior expectations: Be Respectful, Be Responsible, and Be Kind. We have received the PBIS GOLD Award for 4 years. We are also a Kindness certified school.

Behavioral Statement of Purpose:
At Moreno AVID Academy, we believe that everyone can achieve their personal best in all areas. We are respectful, responsible, and kind.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	76
Grade 2	73
Grade 3	72
Grade 4	74
Grade 5	56
Grade 6	79
Total Enrollment	513

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	0.4
Asian	1.4
Black or African American	4.7
Filipino	0.2
Hispanic or Latino	88.3
Two or More Races	1.8

White	3.3
English Learners	24.2
Homeless	6
Socioeconomically Disadvantaged	89.1
Students with Disabilities	14.6

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)	24.0	91.4	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)	0.2	1.0	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	7.6	54.1	5.8	18854.3	6.9
Total Teaching Positions	26.2	100.0	927.8	100.0	274759.1	100.0

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	0.2
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.2

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (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

Year and month in which the data were collected	December 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	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	Yes	0%

Science	TK- Big Day Houghton-Mifflin- Adopted 2016 K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	Yes	0%
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 Littel, 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

The school's FIT inspection took place on January 15, 2020. Overall, the school was found to be in "GOOD" standing.

The district and school maintenance staff consistently work to produce a safe, clean and functional campus that is kept in good repair. Work order requests are responded to in a timely manner and all safety issues are addressed immediately. Four school custodians rotate through the rooms on a daily basis tending to basic cleaning and repair needs. Deep cleaning is performed during the winter and spring breaks and during summer months when school is not in session. Our restrooms are thoroughly cleaned on a daily basis and a log is kept regarding the cleaning. The head custodian checks each restroom at least twice a day to ensure a safe and clean environment. Additionally, the head custodian and evening custodians, as well as the district ground crew complete daily and weekly checks of the grounds and immediately rectify any unsafe conditions. School administration has regular meetings with custodial staff. We emphasize a clean, safe and aesthetically pleasing campus, which serves to enhance our instructional program.

General Description Moreno School opened during the 1965-66 school year. The school site is presently equipped to house approximately 600 students. In 2008 we added a 6,480 square foot multipurpose room and completed modernization to the entire school. The multipurpose room is used to serve breakfast and lunch, for student assemblies, community events, and parent workshops. It also has additional student and staff restrooms.

This school has 28 classrooms, a multipurpose room that holds 507 occupants, a library, an adapted PE facility and an administration building. Seven of those classrooms are portable classrooms. Although there is adequate classroom space for each grade level, we are consistently challenged to find adequate facilities for support programs. There are six student restrooms. The staff lounge, staff workroom, and three staff restrooms are inadequate for the 72 staff members that report to Moreno. All toilets work properly. All restrooms are cleaned daily and inspected twice a day. Any body fluids are cleaned up immediately.

School Facility Conditions and Planned Improvements

During the 2006-2007 school year, local bond funds (Measure T) and state matching funds were used to provide health and safety upgrades, interior improvements to classrooms and restrooms, including upgrading the fire alarm, communication and electrical systems, new carpeting, instructional walls. Additionally, modifications were made to accommodate disabled persons. The work on this project began in February 2007 and was projected to be completed by August 2008. Phase 2 began in December 2008. The school was repainted, the gates were redesigned to meet ADA compliance and a new front door was installed in the office. This project was completed in June 2009

During the 2017-2018 school year, several safety features were added to the Moreno campus. 8 foot fencing was installed as well as railing to increase the height around the kindergarten playground. A security system, Raptor, was also installed for use for visitor check in. All visitors must show and enter a valid identification card into the Raptor system prior to entry. Additionally, peepholes were installed in classroom doors so staff can see who is knocking prior to opening the door.

Year and month of the most recent FIT report				January 2020

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			All Work Orders were submitted on 1-16-20 P11: Stained ceiling tiles - W,O,# 198438 completed on 1-21-20 P9: Replace missing ceiling tile - W,O, # 198437 completed on 1-21-20 P6: Paint ramp - W.O.#198436 completed on 1-24-20 P2: Paint ramp - W.O.#198435 completed on 1-24-20 Health Office: Repair broken ceiling tiles - W.O.#198406 completed on 1-21-20
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			All work orders were generated on 1-16-20 MPR: Install blank J box - W.O.# 198427 completed on 2-21-20 MPR: Replace broken receptacle plate - W.O.#198426 completed on 2-21-20 Bldg B: Replace broken receptacle - W.O.# 198421 completed on 1-28-20 Bldg D: Repair or replace security motion detector - W.O.#198420 completed on 2-21-20 Bldg B: Install 2 gang blank plates on open fire alarm box - W.O# 198415 completed on 1-24-20 Bldg B: Remove old intercom phone and blank off - W.O.#198413 completed on 1-24-20 Bldg B: Install LB cover and 4S blank - W.O.#198411 completed on 1-28-20 Bldg A: Install missing wiremold W.O.#198404 completed on 1-28-20

School Facility Conditions and Planned Improvements

				Bldg A: Replace light switch - W.O.#198403 completed on 2-6-20
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			ALL W.O. were generated on 1-16-20 B11: No water at drinking fountain - w.O.#198409 completed on 1-27-20
Safety: Fire Safety, Hazardous Materials	X			All work orders were generated on 1-16-20 P11: Hung fire extinguisher on hook. W.O. #198439 completed on 1-21-20 Building D: Install 2 gang- covers for fire alarm - W.O.# 198422 completed on 1-28-20
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			All work orders were generated on 1-16-20 P12: paint is peeling from the exterior overhang. W.O. # 198441 completed on 2-18-20 P11: paint is peeling from the exterior overhang. W.O. # 198440 completed on 2-18-20 MPR: Adjust doors so they function properly - W.O.# 198433 completed on 2-26-20

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	State Priority: Pupil Achievement

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	289	NT	NT	NT	NT
Female	153	NT	NT	NT	NT
Male	136	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	16	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	253	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	52	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	26	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	251	NT	NT	NT	NT

Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	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	289	NT	NT	NT	NT
Female	153	NT	NT	NT	NT
Male	136	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	16	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	253	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	52	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	26	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	251	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	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	288	284	98.53%	1.39%	47.22%
Female	152	152	100.00%	0.00%	51.32%

Male	136	132	97.06%	2.94%	42.65%
American Indian or Alaska Native	3	3	100.00%	0.00%	0.00%
Asian	5	5	100.00%	0.00%	0.00%
Black or African American	17	17	100.00%	0.00%	0.00%
Filipino	1	1	100.00%	0.00%	0.00%
Hispanic or Latino	253	249	98.42%	1.58%	46.25%
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	
Two or More Races	0	0	0	0	
White	9	9	100.00%	0.00%	NA
English Learners	52	50	96.15%	3.85%	10.00%
Foster Youth	2	2	100.00%	0.00%	
Homeless	13	12	92.31	769.00%	NA
Military	0	0	0	0	N/A
Socioeconomically Disadvantaged	288	284	98.61%	1.39%	47.22%
Students Receiving Migrant Education Services	0	0	0	0	N/A
Students with Disabilities	37	37	100.00%	0	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	288	279	96.77%	3.24%	54.45%
Female	152	150	98.68%	1.32%	30.92%
Male	136	129	94.85%	5.15%	23.53%
American Indian or Alaska Native	3	3	100%	0.00%	
Asian	5	5	100.00%	0.00%	0.00%
Black or African American	17	17	100.00%	0.00%	0.00%
Filipino	1	1	100.00%	0.00%	0.00%
Hispanic or Latino	253	244	96.44%	3.56%	27.67%
Native Hawaiian or Pacific Islander	0	0	0	na	0
Two or More Races	0	0	0	0	0
White	9	9	100.00%	0.00%	0.00%
English Learners	52	49	94.23%	5.77%	0.00%
Foster Youth	2	2	100%	0.00%	
Homeless	13	12	92.31%	7.69%	38.46%

Military	0	0	0	0	na
Socioeconomically Disadvantaged	288	279	96.88%	3.13%	27.43%
Students Receiving Migrant Education Services	0	0	0	0	na
Students with Disabilities	37	36	97.30%	2.70%	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	58	NT	NT	NT	NT
Female	34	NT	NT	NT	NT
Male	24	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	51	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	49	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parent involvement is a vital strategy in the promotion of student achievement, discipline, and self-esteem. It is an integral part of our school community. The Site English Learner Parent Advisory Council and School Site Council work together to make decisions about school programs. Moreno School invites all parents to volunteer in a variety of ways, including bi-monthly parent volunteer days and "Coffee with the Principal". Our school personnel works diligently to assist parents with parent education classes, to coordinate parent volunteer opportunities, and to provide a variety of school and community resources for health and welfare issues. Parent education/family night classes are provided each year in the area of GATE, AVID, Special Education, and reclassification. The PTO and a group of staff members also provided Family Fun Nights such as Art Easel Night, BINGO for Books, Movie Night, and Trunk or Treat.

Information on parent involvement and family resources can be accessed by contacting the school office at 909-445-1661. Additionally, Moreno School's PTO supports the school in a variety of ways including fundraising. This organization provides many opportunities for parent involvement. If you are interested in joining the Moreno PTO please contact Ruby Melara at 909-445-1661.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	543	528	39	7.4
Female	265	260	18	6.9
Male	278	268	21	7.8
American Indian or Alaska Native	2	2	0	0.0
Asian	8	7	1	14.3
Black or African American	26	26	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	479	466	34	7.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	9	0	0.0
White	18	17	4	23.5
English Learners	134	132	9	6.8
Foster Youth	3	3	0	0.0
Homeless	35	34	4	11.8
Socioeconomically Disadvantaged	477	470	35	7.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	79	77	9	11.7

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
Suspensions	1.36	0.00	2.98	0.03	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.35	1.64	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

The Moreno School safety plan is reviewed and revised as necessary at the beginning of each school year. The plan includes very specific procedures ranging from fire to chemical attack and intruder/lockdown procedures. The support staff is assigned classrooms to assist during drills or in the event of an emergency. A staff development workshop is held at the beginning of each school year once the plan is updated and approved by staff. The plan was last reviewed and updated in October 2021. Drills are held monthly and attended by all students and staff. A mock earthquake drill is conducted each year in October. There is a clearly articulated visitor policy that states that all visitors must check into the office prior to visiting anywhere on campus and provide a valid ID. For parents that wish to volunteer, they must fill out a Volunteer Application. The district has created three levels of types of volunteers. Depending on the level of contact with students, parents may be required to complete a TB test, provide a driver's license and/or clear a fingerprint check. District employees are required to wear identification badges. There are 5-6 employees monitoring students getting on and off the school buses. Students are only released to a parent or guardian listed on the emergency card when they are checked out during the school day.

D. Other SARC Information

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	20	2	3	
1	24		3	
2	19	4		
3	25		2	
4	22	1	3	
5	26	1	2	
6	21	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	18	1	4	
1	23		3	
2	22		3	
3	26		3	
4	27		2	
5	25		3	
6	27		3	
Other	7	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	16	5		
1	23		3	
2	22	1	2	
3	23		3	
4	25		3	
5	28		2	
6	26		3	
Other	7	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	2.3

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	9752.84	2986.59	6676.26	114,555.33
District	N/A	N/A	1497.90	$92,686
Percent Difference - School Site and District	N/A	N/A	126.7	21.1
State			$8,444	$85,863
Percent Difference - School Site and State	N/A	N/A	-23.4	28.6

2020-21 Types of Services Funded

Discretionary Funds: Academic field trips, released planning time, professional development, instructional materials, web-based program, 6th-grade promotion, GATE enrichment, after school tutoring, technology

Title I: parent education and family nights, Community Events, Connect Ed, newsletters, part-time intervention teacher, Campus Mentor, and Special Education Teacher on Assignment.

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

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 the 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 Learning and Teaching department 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.

Professional development at the site and district levels address the core curriculum, instructional and student engagement strategies, English Language support, and standards-based instruction. In addition, district-level professional development includes workshop sessions and classroom support for beginning teachers, 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 implementation of Common Core State Standards, Professional Learning Communities, standards-based instruction, writing, common assessments, MTSS, and ELD. Instructional teams are trained by the district to provide ongoing support at each site to ensure and support the correct implementation in each classroom.

Professional development at Moreno School is developed based on student assessment data and teacher need. The school site leadership team meets at the close of each year and again prior to school starting to determine needs. The site leadership team also meets once a month to determine needs and celebrate successes. Teachers inform the site leadership team of specific professional development needs. All certificated staff members participate in 3 hours of professional development a month. Paraprofessionals and non-instructional staff receive professional development through the district classified personnel department. Moreno School has a full-time Instructional Coach who provides professional development on teaching strategies, conducts demonstration lessons, as well as assists staff with computer-based assessments and the state test. Lastly, since we are an AVID Elementary School, at least 5 staff attend an AVID 3-day conference each year in order to support our implementation of AVID strategies.

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	17	10	17

Ontario Montclair School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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

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

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

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

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

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

2021-22 District Contact Information	
District Name	Ontario Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
District Website Address	https://www.omsd.net

2020-21 CAASPP Test Results in ELA by Student Group

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

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

2020-21 CAASPP Test Results in Math by Student Group

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

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

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

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

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

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