

Elderberry Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Elderberry Elementary School
Street	950 N. Elderberry Ave
City, State, Zip	Ontario, CA 91762
Phone Number	909-472-3982
Principal	Arai Morales
Email Address	arai.morales@omsd.net
School Website	https://www.omsd.net/Domain/17
County-District-School (CDS) Code	3667819-6036248

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

Elderberry School is located in the city of Ontario and has been educating the children of the community for over 60 years. Elderberry has approximately 650 Transitional Kindergarten through sixth-grade students on a traditional year calendar. We have a diverse population with several different ethnic groups and languages represented. Elderberry is a focused, effective and enthusiastic learning school community. For the 2020-2021 school year, we were recognized as a Gold PBIS school for the fifth year in a row. We were also recognized as a USDA Healthier US School Gold Level. For outstanding collaboration and support toward our learning community during the COVID crisis, we were awarded the PBIS Community Cares recognition. Due to improving student outcomes and closing the achievement gap, Elderberry was recognized as an ERP Honor Roll School in 2020-2021. In the 2015-2016 school year, we were recognized as a Gold Ribbon School. We were recognized as a California Distinguished School and received the Title One Closing the Achievement Gap Award in 2009-2010 and again in 2010-2011.

Our motto is: Be a Champion! This motto ties directly to our PBIS school-wide expectations of Elderberry Champions are respectful, responsible, honest and strive for academic excellence. We work on ways to be a champion for ourselves and the people around us. Students work hard and strive for academic excellence. Students are ultimately preparing for high school, college and beyond. We pride ourselves in setting high academic standards for all students while meeting each child's individual needs in a nurturing and supportive learning environment. Together, the Elderberry staff and the entire school community is committed that all students receive a world-class education.

We believe a school is a place where students want to be and it is our duty to make learning exciting and engaging for them. All students are held to high academic standards by teachers who believe every child will be successful. Student success is closely monitored through site, district, and state level assessments. This assessment data is used during site and grade level collaboration to plan for and guide instruction. Each student is monitored meticulously for academic growth by an effective team of teachers, Instructional Coach, Data Coach, Intervention Teacher, Assistant Principal and Principal. Instruction is adjusted based on individual and specific student needs approximately every six weeks. Our Outreach Resource Consultant (ORC) provides social-emotional support and arranges resources for students and families in need. Indeed, the Elderberry School community goes above and beyond to meet the needs of all students to ensure academic success.

2021-22 School Overview

Mission Statement

Whatever it takes, our school staff and community guarantee our commitment to the highest quality education and developing a well-rounded student.

Goals and Objectives

All students within the Elderberry learning community will achieve identified standards in reading, language arts, and math as assessed by multiple measures throughout the year.

All students within the Elderberry learning community will demonstrate growth in English Language Proficiency as assessed by multiple measures throughout the year.

All students within the Elderberry learning community will demonstrate PBIS behavior expectations introduced throughout the year to help develop the whole child.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	77
Grade 2	81
Grade 3	82
Grade 4	109
Grade 5	119
Grade 6	94
Total Enrollment	646

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.6
American Indian or Alaska Native	1.4
Asian	0.6
Black or African American	4.3
Filipino	0.8
Hispanic or Latino	88.4
Native Hawaiian or Pacific Islander	0.5
Two or More Races	0.8
White	3.3
English Learners	26.2
Homeless	8
Socioeconomically Disadvantaged	89.2
Students with Disabilities	10.8

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)	30.0	100.0	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)	0.0	0.0	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	0.0	0.0	54.1	5.8	18854.3	6.9
Total Teaching Positions	30.0	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	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

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		August 2020	
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	No	0%
Science	TK- Big Day Houghton-Mifflin- Adopted 2016 K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	Yes	0%
History-Social Science	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-5 California Vistas (Macmillan/McGraw-Hill) - Adopted 2006* 6-8 My World Interactive (Pearson) - Adopted 2018 *K-5 History/Social Science materials are not from the most recent state adoption; however, the district has determined through local review that the materials are still aligned to current state standards.	Yes	0%

Foreign Language	*Spanish II S, High School Credit Course, Vista, Imagina, 4th Edition, adopted May 2020 - *Not from the most recent state adoption. Spanish for Native Speakers, McDougal Littell, Tu Mundo, 2008, adopted July 2008 Beginning Spanish, Prentice Hall, Realidades, 2008, adopted July 2008	Yes	0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%
Visual and Performing Arts	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008 6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008	Yes	0%

School Facility Conditions and Planned Improvements

No findings to report. No sites in the district were open for in-person learning; therefore, facilities inspections were not conducted. Inspections will take place once sites re-open for in-person learning.

The OMSD Board of Education has adopted cleaning standards for all schools. Elderberry Elementary proudly exceeds the adopted standards by ensuring and maintaining a clean and safe campus. All facilities are in good working order. OMSD Operations, site administration, and custodial staff collaborate to develop cleaning schedules and procedures that guarantee all classrooms, offices, and restrooms are cleaned daily. In addition, the Head Custodian regularly checks restrooms throughout the school day. Staff and students work together to maintain a clean and orderly school.

The district takes great efforts to ensure that all schools are clean, safe and functional. The custodial staff and District Operations Department make certain that all necessary upkeep and repairs are attended to on a regular basis or in a timely manner when needed. A work order process is used to ensure efficient service; emergency repairs are given the highest priority. The Operations Department conducts an in-depth annual evaluation of each school to determine the condition of the facilities and identify maintenance needs. The district uses a facility survey, developed by the State of California Office of Public School Construction, to gather the information. Upon completion of the survey, the information is shared with the administration and work orders are submitted. The results of this survey are available at the school or district office. OMSD participates in the state's School Deferred Maintenance Program, which provides state matching funds in order to assist schools with the expenditures for major repairs and upgrades. Typically, this includes the following: roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, floor, and carpeting. Each year the district matches the required allotment set by the state in order to participate in the deferred maintenance program.

Elderberry was not required to have a William's inspection this year. The most recent visit by the Ontario-Montclair School District was on October 22, 2019. The school received an overall rating of Exemplary at 98.66%. Elderberry Elementary is proud to have met the expectations of the evaluation in all areas.

Year and month of the most recent FIT report	October 2019
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	406	NT	NT	NT	NT
Female	200	NT	NT	NT	NT
Male	206	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	357	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	14	NT	NT	NT	NT
English Learners	86	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	68	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	362	NT	NT	NT	NT

Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	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	406	NT	NT	NT	NT
Female	200	NT	NT	NT	NT
Male	206	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	357	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	14	NT	NT	NT	NT
English Learners	86	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	68	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	362	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	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	406	402	99.02%	0.99%	37.93%
Female	200	199	99.50%	0.50%	40.00%

Male	200	203	98.54%	1.46%	35.92%
American Indian or Alaska Native	8	8	100.00%	0.00%	0.00%
Asian	4	4	100.00%	0.00%	0.00%
Black or African American	18	18	100.00%	0.00%	100.00%
Filipino	2	2	100.00%	0.00%	0.00%
Hispanic or Latino	357	353	98.88%	1.12%	36.41%
Native Hawaiian or Pacific Islander	3	3	100.00%	0.00%	
Two or More Races	0	0	0	0	
White	14	14	100.00%	0.00%	0.00%
English Learners	86	86	100.00%	0.00%	0.00%
Foster Youth	0	0	0.00%	0.00%	
Homeless	34	34	100	0.00%	0.00%
Military	0	0	0	0	N/A
Socioeconomically Disadvantaged	406	402	99.01%	0.99%	37.93%
Students Receiving Migrant Education Services	0	0	0	0	N/A
Students with Disabilities	49	49	100.00%	0	20.41%

*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	406	402	99.02%	0.98%	37.99%
Female	200	199	99.50%	0.50%	21.00%
Male	206	203	98.54%	1.46%	16.99%
American Indian or Alaska Native	8	8	100%	0.00%	
Asian	4	4	100.00%	0.00%	0.00%
Black or African American	18	18	100.00%	0.00%	0.00%
Filipino	2	2	100.00%	0.00%	0.00%
Hispanic or Latino	357	353	98.88%	1.12%	18.49%
Native Hawaiian or Pacific Islander	3	3	100.00%	0.00%	
Two or More Races	0	0	0	0	0
White	14	14	100.00%	0.00%	0.00%
English Learners	86	86	100.00%	0.00%	0.00%
Foster Youth	0	0	0	0	na
Homeless	34	34	100.00%	0.00%	0.00%

Military	0	0	0	0	na
Socioeconomically Disadvantaged	406	402	99.01%	0.99%	18.97%
Students Receiving Migrant Education Services	0	0	0	0	na
Students with Disabilities	49	49	100.00%	0.00%	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	123	NT	NT	NT	NT
Female	49	NT	NT	NT	NT
Male	74	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	105	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	31	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	18	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	106	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	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

Parental involvement is a critical factor in promoting student achievement and has been instrumental in Elderberry's success. Parents and teachers stay in constant contact with each other and also attend conferences to discuss in depth the students' progress twice a year. Parents also volunteer their time in classrooms, on field trips, and provide a variety of support services for school functions.

Parents are also actively involved in:

- Elderberry's School Site Council - SSC
- Site English Learner Parent Advisory Committee - SELPAC
- GATE parent meetings/ Special Education parent meetings
- Back to School Night/ Open House
- Parent education workshops based on the specific needs of the parents
- District English Learners Parent Advisory Committee
- District Advisory Council
- District Parent/ DELPAC workshops.
- Student recognition assemblies
- Student Study Team
- Volunteer in the classrooms
- Fundraising activities
- Spring Festival
- Grade Level Parent Meetings

Additional Methods of Communication to initiate and maintain parental involvement:

- Class Dojo (teacher and school-wide) communications platform)
- Blackboard Connect (school-wide phone communications platform)
- Community Newsletters
- Flyers and Postings

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	691	673	76	11.3
Female	342	335	34	10.1
Male	349	338	42	12.4
American Indian or Alaska Native	10	9	0	0.0
Asian	4	4	0	0.0
Black or African American	29	28	7	25.0
Filipino	5	5	0	0.0
Hispanic or Latino	609	594	67	11.3
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	6	6	0	0.0
White	25	24	1	4.2
English Learners	189	183	22	12.0
Foster Youth	1	1	0	0.0
Homeless	61	61	9	14.8
Socioeconomically Disadvantaged	613	601	73	12.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	81	78	7	9.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.25	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	0.37	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

Elderberry's safety plan is reviewed and updated at the beginning of each academic year. On August 4, 2021, the staff reviewed and received an updated copy of the safety plan in the school handbook. The plan outlines active shooter, emergency attendance forms, emergency response team members, fire, earthquake and AED procedures. This year, staff, students, and parents will receive an updated, district-wide active shooter training. Monthly drills offer staff and students the opportunity to practice and become comfortable with procedures in the event of an emergency. In addition, the emergency procedures are reviewed during the year so the staff and students are prepared and understand their roles during a disaster. Practice and review of our emergency procedures enable our efficient and immediate response during monthly scheduled and unscheduled drills. Parents are informed of drills and procedures practiced by staff and students at parent meetings during the school year.

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	22		4	
2	23		5	
3	20	1	5	
4	32		2	1
5	28		4	
6	23	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	19	3	2	
1	22		4	
2	21	3	1	
3	23		5	
4	30		4	
5	31		3	
6	28		4	
Other	14	1		

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	17	5		
1	19	4		
2	20	3	1	
3	21	2	2	
4	27		4	
5	29		4	
6	29		3	
Other	13	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	\$6225.0	\$755.0	\$5470.0	\$83130.0
District	N/A	N/A	\$1608.0	\$92,686
Percent Difference - School Site and District	N/A	N/A	109.1	-10.9
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-42.7	-3.2

2020-21 Types of Services Funded

The data coach works with teachers to provide the best first instruction through coaching and planning. All assessments and data are monitored as well. There is teacher training in the use of technology, i-Ready, illuminate and CAASP for analyzing ongoing student assessment of instructional programs. The intervention teacher works with targeted groups of students throughout the day to provide reading instruction and intervention with a particular focus on Universal Access time. She also assists teachers in intervention documentation and parent meetings to support student progress and interventions. After school intervention classes and Saturday Make Up Academy are provided for student support. We utilize the use of technology via document cameras, interactive Smartboards, printers, and Chromebooks (1:1) for classroom learning to engage all students. In addition, online learning programs are utilized to help strengthen student skills.

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

OMSD offers research-based, on-going professional development for certificated, classified and management employees aligned with the district's long-term goals. Professional development is conducted within the context of continuous improvement to ensure increasing student achievement and the social-emotional wellbeing of every student. It is designed to help employees enhance their knowledge and develop important 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 Support Services and Technology departments. The focus of all professional development is based on the instructional and management needs that are identified and prioritized through the use of Professional Learning Communities. The needs are defined in the goals of our district and school plan.

Professional development at the site and district levels address the core curriculum, instructional strategies, standards-based instruction, classroom management and the MTSS multi-tiered levels of support. Some of the pieces of training include curriculum implementation, classroom management, risk management, leadership development, job-specific mandated training for classified positions and district-wide training in regards to the Common Core State Standards and corresponding materials, strategies and resources for use in the classroom. Technology is another important area for OMSD professional development. District level professional development includes state programs such as; the Induction Program for New Teachers and Peer Assistance and Review (PAR). OMSD offers training to support classroom instruction in all curricular areas. Coaches, Teachers On Assignment (TOA) and Resource Specialists are trained by the district to provide ongoing support at each site to ensure effective implementation and continuity throughout the district. Spotlight classrooms offer opportunities for teachers to visit and observe model classrooms and implementation of strategies. Site initiatives also include the development of vocabulary and academic language.

Elderberry Elementary School maintains a focus on student learning through effective instruction and the highest levels of student engagement. This is achieved through constant alignment of instruction based on student data. Staff development is also focused on implementation of state approved curriculum adoptions. Grade levels collaborate with the data coach and administration regularly including planning days every six weeks devoted to the analysis of standards-based assessment data and planning of instruction. The Data Coach plays a critical role in supporting teachers. Coaching cycles are used to support new teachers and teachers seeking to improve their instruction. New teachers and grade levels meet with the Instructional Coach continually for on-going development. Site administrators conduct regular walkthroughs, provide feedback and work closely with the Coach and grade level teams to enhance professional practices.

Staff meetings and PLCs are also devoted to reviewing the most current school-wide data, identifying areas of strength and weakness, previewing the next standards taught and identifying engagement strategies in order for students to be active participants in their own learning. Effective collaboration and staff development have been fundamental to increasing student achievement and academic success for the Elderberry School Family.

Professional Development

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	50	50	50

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.