

Montera Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>

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

2022-23 School Contact Information

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

2022-23 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

2022-23 School Overview

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

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	112
Grade 1	79
Grade 2	75
Grade 3	63
Grade 4	70
Grade 5	69
Grade 6	73
Total Enrollment	541

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.0
Male	53.0
American Indian or Alaska Native	1.7
Asian	9.1
Black or African American	4.3
Filipino	0.7
Hispanic or Latino	81.9
Native Hawaiian or Pacific Islander	0.4
Two or More Races	0.4
White	1.7
English Learners	40.9
Foster Youth	0.6
Homeless	6.7
Migrant	0.0
Socioeconomically Disadvantaged	63.4
Students with Disabilities	13.1

A. Conditions of Learning **State Priority: Basic**

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

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

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)	24.50	84.48	847.80	91.38	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.65	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	13.80	1.49	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.00	0.65	12115.80	4.41
Unknown	4.50	15.52	54.10	5.83	18854.30	6.86
Total Teaching Positions	29.00	100.00	927.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK PreK On My Way (Scholastic) - Adopted 2022 K-6 Wonders (McGraw-Hill) - Adopted 2016	Yes	0%
Mathematics	TK PreK On My Way (Scholastic) - Adopted 2022 K-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020 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.	No	0%
Science	TK PreK On My Way (Scholastic) - Adopted 2022 K-5 California Inspire Science (McGraw Hill) - Adopted 2019	Yes	0%
History-Social Science	TK PreK On My Way (Scholastic) - Adopted 2022 K-5 California Vistas (Macmillan/McGraw- Hill) - Adopted 2006* *K-5 History/Social Science materials are not from the most recent state adoption; however, the district is in the selection phase to adopt new materials. The district has determined through local review that the materials are still aligned to current state standards.	Yes	0%

Foreign Language	N/A		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	No	0%
Science Laboratory Equipment (grades 9-12)	N/A		0%

School Facility Conditions and Planned Improvements

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

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

Teachers and proctors supervise students on the playground during scheduled breaks throughout the school day. LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the school office. Two full-time and one part-time custodian implement the cleaning standards as set by the district. The Head Custodian works with the Principal to develop a cleaning schedule that ensures a clean, safe environment that is kept in good repair. The report on this inspection was forwarded to the Superintendent of Schools. No corrections were required, as reflected elsewhere in this report. On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitor school sites to evaluate the sufficiency of instructional materials and to ensure that school site facilities are in good repair. Our Facility Inspection was conducted on December 13, 2022. No extreme or good repair deficiencies were observed.

Year and month of the most recent FIT report

12/13/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	33	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	28	N/A	26	N/A	33

2021-22 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	270	266	98.52	1.48	32.71
Female	137	137	100.00	0.00	36.50
Male	133	129	96.99	3.01	28.68
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	56.25
Black or African American	12	12	100.00	0.00	33.33
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	229	225	98.25	1.75	29.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	101	97	96.04	3.96	14.43
Foster Youth	0	0	0.00	0.00	0.00
Homeless	18	18	100.00	0.00	11.11
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	255	252	98.82	1.18	32.14
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	34	34	100.00	0.00	11.76

2021-22 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	271	270	99.63	0.37	28.15
Female	137	137	100.00	0.00	29.20
Male	134	133	99.25	0.75	27.07
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	81.25
Black or African American	12	12	100.00	0.00	16.67
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	230	229	99.57	0.43	24.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	102	101	99.02	0.98	17.82
Foster Youth	0	0	0.00	0.00	0.00
Homeless	18	18	100.00	0.00	11.11
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	256	255	99.61	0.39	27.84
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	34	34	100.00	0.00	8.82

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	18.46	NT	19.46	28.5	29.47

2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	65	65	100	0	18.46
Female	27	27	100	0	22.22
Male	38	38	100	0	15.79
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	51	51	100	0	11.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	16	16	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	62	100	0	17.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99%	99%	99%	100%	100%

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.

2022-23 Opportunities for Parental Involvement

Montera involves parents in an organized, ongoing, and timely way. We provide opportunities for regular meetings that allow the parents to participate in decisions relating to their children's education. We have an open campus policy that encourages parent volunteers in and outside the classroom. Yearly, parents are encouraged to participate in our governing board, School Site Council, and district advisory committees. Montera's administration team meets with parents of Title 1, English Language Learners, Special Education, and GATE students three times a year to discuss related school programs and activities. This partnership is essential for us to continually improve in meeting the unique needs of our learning community. The Principal also holds regular "Coffee with the Principal" meetings to provide parents with education, information, and a platform for addressing concerns. For more information on parent involvement please contact the front office at 909-445-1062

Montera hosts events throughout the year that promote home-to-school connections. These events include Back to School Night, Open house, and parent conferences that ensure parents are up to date on progress, expectations, and available support, as well as fun family events focused on building lasting memories. Montera also values parent partnership during Student Support Team, Student Attendance Review Team meetings, and Individual Education Plan meetings to strategize how best to meet individual student needs. Last, Montera parents are essential to celebrating student success during the Student of the Month and Trimester Awards Assembly, where we honor student achievement.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	605	582	166	28.5
Female	284	274	71	25.9
Male	321	308	95	30.8
American Indian or Alaska Native	10	10	4	40.0
Asian	62	57	4	7.0
Black or African American	25	24	7	29.2
Filipino	4	4	1	25.0
Hispanic or Latino	490	474	147	31.0
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	2	2	0	0.0
White	10	9	2	22.2
English Learners	260	252	53	21.0
Foster Youth	5	5	1	20.0
Homeless	42	41	9	22.0
Socioeconomically Disadvantaged	547	531	158	29.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	97	94	34	36.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.30	1.64	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.83	0.03	1.69	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.83	0.00
Female	1.06	0.00
Male	0.62	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.61	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	0.38	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.91	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.03	0.00

2022-23 School Safety Plan

Montera Elementary prioritizes student safety. This is done through a yearly joint development of a School Safety Plan by Montera's School Site Council. This council consists of a representative from all stakeholders (parents, teachers, classified staff, and administration.) School Site Council last adopted the safety plan in February of 2022.

All stakeholders review the Safety Plan at designated staff and parent meetings to ensure the learning community knows what to do in each safety scenario.

The staff engages in additional safety chats monthly. In addition, students and staff practice fire, earthquake, and lock-down drills twice a month. Administrators, Teachers, classified staff, and parents are collaborating to update the 2023 plan. The Safety Plan includes emergency contact numbers, the whereabouts of emergency supplies, and disaster preparedness procedures.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26	2	2	2
1	22	1	2	
2	25	1	2	
3	22		3	
4	27		3	
5	26		3	
6	28		3	

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	5	2	
1	19	3	1	
2	23	1	2	
3	22		3	
4	21		3	
5	24		3	
6	26		3	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	2	
1	16	5		
2	19	4		
3	16	2	2	
4	23		3	
5	23		3	
6	24		3	

2021-22 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	0

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	11,082	2865	8216	119,622
District	N/A	N/A	1463	\$92,419
Percent Difference - School Site and District	N/A	N/A	139.5	25.7
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	21.9	31.3

2021-22 Types of Services Funded

Categorical funds support staffing needs and programs that serve the underachieving student population. Montera School has a Multi-Tiered System of Support Team (MTSS) that coordinates case management and Student Success Team (SST) meetings that target students who are accelerating grade-level standards or struggling to meet grade-level standards. This team also supports students who are exhibiting behavior needs. The Student Success Team meetings involve the student, parents, referring teacher, Outreach Consultant, and School Administrator. These meetings allow the team to meet the individual needs of each student. The administrative staff coordinates and supports the school plan and program by using various assessments to monitor all students' progress and coordinating the implementation of supplemental school programs to meet the needs of accelerating and underachieving students. Montera School has a full-time Coach, ELOP Teacher on Assignment, Data Teacher on Assignment, Intervention Teacher, and instructional aides who work with teachers and students to increase achievement. Multiple opportunities include intervention and enrichment opportunities provided between the bells and after. Students have many opportunities to work in small group settings that target their identified needs. To meet the social-emotional needs, our Outreach Consultant facilitates services to students who may need additional resources in the areas of counseling, case management, basic need, and housing.

Extracurricular activities are offered on-site for TK- 6th students, ranging from sports, academic tutoring, second language opportunities, music, Student Council, GATE club, and arts and crafts, providing excellent enrichment activities. In addition, students can participate in district-sponsored Math Pentathlon, Chess Tournament, Spelling Bee, Poetry Day, and Sports Tournaments.

The school has a dedicated library staffed by a 3-hour per day Library/Media Aide so students can check out books and use the resources available. Montera also collaborates with an afterschool program by providing facilities that serve our students Monday through Friday until six in the evening. Student Hires is a private company contracted by OMSD to keep children safe and provide a meaningful academic and enrichment program free of charge to all participating families.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$52,641
Mid-Range Teacher Salary	\$87,146	\$83,981
Highest Teacher Salary	\$105,113	\$107,522
Average Principal Salary (Elementary)	\$139,673	\$136,247
Average Principal Salary (Middle)	\$140,022	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$319,095	\$242,166
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

Montera Elementary in Ontario-Montclair School District provides extensive opportunities for professional development. The OMSD Learning and Teaching Division provides professional development in all academic areas, visual and performing arts, social-emotional learning, positive behavior supports as well as the delivery of instruction. In addition, the district offers quality, ongoing professional development to all teachers by grade level, content area, and individual preference.

Montera's focus for professional development this year is on Effective Instructional Strategies, emphasizing Common Core readiness and Writing through Gradual Release using KAGAN strategies, Learning Targets and Depth of Knowledge activities. Montera selected its professional development focus based on the district's vision and the most recent SBAC and I-Ready Data. In addition, the staff meets three times a month on our Tuesday minimum day and by grade level in Professional Learning Communities to improve our professional practices.

Weekly feedback from the Principal and Assistant Principal and coaching opportunities by the site's instructional coach supports teachers in the mastery of site initiatives and curriculum implementation and ensures all students master content standards.

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

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

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	28	13	28