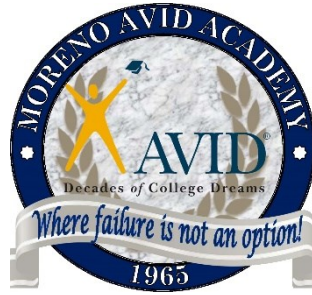


Moreno AVID Academy

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	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

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

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 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

2022-23 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	76
Grade 2	77
Grade 3	78
Grade 4	77
Grade 5	73
Grade 6	62
Total Enrollment	515

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	0.2
Asian	1.6
Black or African American	4.3
Filipino	0.4
Hispanic or Latino	88.7
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.6
White	3.3
English Learners	24.1
Foster Youth	0.8
Homeless	10.5
Migrant	0.0
Socioeconomically Disadvantaged	82.3
Students with Disabilities	14.2

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)	24.00	91.43	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)	0.20	0.95	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	2.00	7.62	54.10	5.83	18854.30	6.86
Total Teaching Positions	26.20	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	0.20	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.20	

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

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. 6th - HSS - Adopted 2018	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

The school's FIT inspection took place on March 8, 2022. 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. Three 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 500 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. Ten 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.

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. There are no current or planned facility improvements.

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

March 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Bldg B/ RM 12: Exhaust Fan not working in restroom; W.O. 230366; completed on 03/23/22
Interior: Interior Surfaces	X			All Work Orders were submitted on 3-14-2022 Building A - install ceiling tile that is not properly seated in reception area. W.O. 230377; completed on 04/01/22 Bldg C/custodian Storage: Patch/paint wall below water heater; W.O. 230360; completed on 04/26/22 Bldg D/ RM 62: Repair/replace stained ceiling tiles; W.O. 230356; completed on 04/25/22 Bldg D/RM 51: Replace stained ceiling tile; W.O. 230316; completed on 04/07/22 Bldg D/RM 53: Replace stained ceiling tile; W.O.230322 completed on 04/07/22 Bldg D/ Mech Storage: Repair wall at doorway; W.O. 230329; completed on 09/22/22

School Facility Conditions and Planned Improvements

			<p>P2: Replace exterior siding on south wall; W.O 230298; completed on 09/22/22 P1: Replace exterior siding under window at entrance to portable; W.O 230302; Completed on 09/22/22</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>All Work Orders were submitted on 3-14-2022</p> <p>Bldg B/Mech St: Remove equipment blocking electrical panels 36" clearance and tools stored on or around panels; W.O. 230364; 03/15/22 Bldg C/ Mech Storage: Keep aisleway clear and remove trip hazard Bldg D/Storage RM: Keep aisles and floor clear; W.O. 230352; completed on 03-15-22 Bldg D/ Mech storage: Remove sand bags stored next to electric panel; W.O 230330; completed on 04/19/22 MPR/ Electric RM: Remove equipment blocking electrical panels 36" clearance is required by Fire Code; W.O. 230291; Completed on 3/15/22 MPR/ Storage RM: Keep area clear in front of IDF so that it's accessible; W.O. 230295: Completed on 03/15/22</p>
<p>Electrical</p>		<p>X</p>	<p>All work orders were generated on 3-14-2022</p> <p>Bldg. A: Electric RM : Lighting is dim. Upgrade to LED fixture; W.O. 230371; Completed on 03/30/22 Bldg. A/ storage RM: Lighting is not working in room; W.O. 230370; Completed on 04/01/22 Bldg. A/Kitchen: Install wire mold 90 on fire alarm wire mold on south wall at ceiling; W.O. 230374; Completed on 04/28/22 Bldg. A/Conference RM: Light out in center of office; W.O. 230379; Completed on 04/01/22 Bldg. B/ B12: 4 lights out in room; W.O. 230367; Completed on 04/25/22 Bldg. B/ Storage RM: Remove Conduit and exposed wire in front of water heater; W.O. 230365; Completed on 04/01/22 Bldg. B/RM 21: 5 lights out in room; W.O. 230362; Completed on 04/25/22 Bldg. C/RM 33: Remove phone jack no long in use near printer; W.O.230310; Completed on 03/15/22 Bldg. C/ RM 42: 4 lights out in center of room; W.O 230314; Completed on 03/15/22 Bldg. D/ RM 62: 4 light out in room; W.O. 230357; Completed on 04/01/22 Bldg. D/Rm 51: 5 lights out in room; W.O. 230317; Completed on 03/22/22 Bldg. D/ RM 53: Re install or replace security motion detector that is hanging by the wiring; W.O. 230323; Completed on 04/07/22 Bldg. D/ Storage RM: Replace light with LED and install occupancy sensor; W.O. 230353; Completed on 04/01/22 Bldg. D/ Mech-Storage RM: 4 lamp light fixture needs diffuser; W.O. 230331; Completed on 04/22/22</p>

School Facility Conditions and Planned Improvements

			<p>Bldg. D/ Storage RM: Install 2 gang covers on wire-mold boxes at ceiling for the fire alarm; W.O. 230354; Completed on 04/01/22</p> <p>MPR/ Elec RM: Replace lamp that is out; W.O 230292; Completed on 03/15/22</p> <p>MPR/ storage RM: Replace missing receptacle plate; W.O. 230296; Completed on 04/29/22</p> <p>Port/ P1: Remove extension cord and add long surge protector near teachers desk; W.O. 230303; Completed on 05/17/22</p> <p>Port/ P7: Install 4S blank on electric box above fire alarm panel; W.O 230277; Completed on 05/17/22</p> <p>Port/ P9: Re secure wire-mold on north wall; W.O. 230281; Completed on 04/01/22</p> <p>Port/P6: Remove abandoned data raceway at S/E corner of room W.O 230275; Completed 5/7/22</p> <p>Port/P13: Install missing blank plate on 5400 electric raceway on west wall; W.O.230285; Completed on 5/17/22</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>X</p>		<p>ALL W.O. were generated on 3-14-2022</p> <p>Bldg C/ Primary RR: Hi/Lo exterior drinking fountain at south end of building C. The high fountain has no water; W.O. 230301; Completed on 03/18/2022</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>All work orders were generated on 3-14-2022</p> <p>Bldg A/Kitchen: Fire extinguisher has not been signed off since 9/21; W.O. 230375; Completed on 03/15/22</p> <p>Bldg. C/ RM 31: Fire extinguisher has not been signed off since 10/21; W.O. 230306; Completed on 03/15/22</p> <p>Bldg. C/ RM 31: Paint is peeling in restroom near sink area; W.O. 230307; Completed on 05/24/22</p> <p>Bldg. C/ Mech Storage RM: Fire Extinguisher has not been signed off since 10/21; W.O. 230312; Completed on 03/15/22</p> <p>Bldg. C/ RM 43: Fire extinguisher has not been signed off since 10/21; W.O. 230313; Completed on 03/15/22</p> <p>Bldg. C/RM 41: Fire extinguisher has not been signed off since 9/21; W.O 230315; Completed on 03/15/22</p> <p>Bldg. C/ LBRY: Fire extinguisher has not been signed off and cabinet will not open (painted shut); W.O. 230359; Completed on 04/01/22</p> <p>Bldg D/ RM 51: Fire Extinguisher has not been signed off since 1/22; W.O 230318; completed on 03/15/22</p> <p>Bldg. D/ RM 52: Panic bars on all classroom have peeling, rusted paint; W.O. 230382; completed on 03/24/22</p> <p>Bldg. D/ Mech Storage RM: Fire extinguisher has not been signed off since 11/21; W.O. 230332; completed on 03/15/22</p> <p>Bldg D/ Mech Storage RM: Remove gas cylinder in room; W.O. 230333; completed on 3/22/22</p> <p>MPR. Electrical RM: Remove 5 gallon paint buckets (2); W.O 230293; Completed on 03/29/22</p> <p>MPR Auditorium: Picnic tables N/E of MPR and inside quad are need sand and paint; W.O. 230381; Completed on 04/08/22</p>

School Facility Conditions and Planned Improvements

			<p>Port/P2: Fire extinguisher has not been signed off since 10/21; W.O 230299; Completed on 03/15/22</p> <p>Port/P1: fire extinguisher has not been signed of since 10/21; W.O. 230304; Completed on 03/15/22</p> <p>Port/P7: Fire extinguisher has not been signed off; W.O. 230275; Completed on 03/15/22</p> <p>Port/P7: Paint is peeling on overhang; W.O. 230279; Completed on 09/16/22</p> <p>Port/P8: Fire extinguisher has not been signed off; W.O. 230280; Completed on 03/15/22</p> <p>Port/P6: Fire extinguisher has not been signed off; W.O. 230276; Completed 03/15/22</p> <p>Port/ P9: Fire extinguisher has not been signed off; W.O. 230282; Completed on 03/15/22</p>
Structural: Structural Damage, Roofs	X		Port/P2: Repair/replace metal ramp.. There is deterioration at transition and landing; W.O 230300:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>All work orders were generated on 3-14-22</p> <p>Bldg. C/RM 31: repair/replace door sweep; W.O. 230308; Completed on 05/24/22</p> <p>Bldg. D/RM 62: Exterior gate outside RM 62 doesn't close properly W.O. 230358 Completed on 03/22/22</p> <p>Port/ P12: Door not closing properly; W.O. 230283; Completed on 03/18/22</p> <p>Port/P13: Door not closing properly: W.O 230286; Completed on 03/18/22</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
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	42	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	25	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	284	280	98.59	1.41	42.14
Female	142	138	97.18	2.82	48.55
Male	142	142	100.00	0.00	35.92
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	18	17	94.44	5.56	29.41
Filipino	--	--	--	--	--
Hispanic or Latino	248	245	98.79	1.21	40.82
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	60	58	96.67	3.33	17.24
Foster Youth	--	--	--	--	--
Homeless	29	26	89.66	10.34	30.77
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	241	238	98.76	1.24	39.92
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	49	49	100.00	0.00	14.29

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	284	279	98.24	1.76	25.45
Female	142	137	96.48	3.52	24.82
Male	142	142	100.00	0.00	26.06
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	18	15	83.33	16.67	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	248	246	99.19	0.81	22.36
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	60	59	98.33	1.67	6.78
Foster Youth	--	--	--	--	--
Homeless	29	25	86.21	13.79	12.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	241	237	98.34	1.66	24.05
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	49	49	100.00	0.00	10.20

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	21.33	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	75	75	100	0	21.33
Female	38	38	100	0	26.32
Male	37	37	100	0	16.22
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	63	63	100	0	15.87
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	13	13	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	60	60	100	0	18.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100	0	13.33

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	100%	100%	100%	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

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 Movie Nights 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	570	551	199	36.1
Female	280	272	102	37.5
Male	290	279	97	34.8
American Indian or Alaska Native	1	1	0	0.0
Asian	11	11	1	9.1
Black or African American	32	28	9	32.1
Filipino	2	2	1	50.0
Hispanic or Latino	494	481	177	36.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	10	9	5	55.6
White	20	19	6	31.6
English Learners	151	146	47	32.2
Foster Youth	13	12	2	16.7
Homeless	70	63	22	34.9
Socioeconomically Disadvantaged	490	477	175	36.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	106	105	51	48.6

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	0.35	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	0.70	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	0.70	0.00
Female	0.36	0.00
Male	1.03	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	0.40	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.00	0.00
English Learners	0.66	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.82	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.94	0.00

2022-23 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 August 2022. 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.

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		

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	18	4		
1	18	1	3	
2	23		3	
3	24		3	
4	25		3	
5	24		3	
6	31		2	
Other	8	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	2.0

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	10907	3444	7463	125,212
District	N/A	N/A	1497.90	\$92,419
Percent Difference - School Site and District	N/A	N/A	133.1	30.1
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	12.4	35.7

2021-22 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.

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

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 23 professional development meetings during the school year (in either a 60 minute or 90 minute meeting). 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	10	17	23