

# Elderberry Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 School Contact Information

<b>School Name</b>	Elderberry Elementary School
<b>Street</b>	950 N. Elderberry Ave
<b>City, State, Zip</b>	Ontario, CA 91762
<b>Phone Number</b>	909-986-0108
<b>Principal</b>	Arai Morales
<b>Email Address</b>	arai.morales@omsd.net
<b>School Website</b>	<a href="https://www.omsd.net/Domain/17">https://www.omsd.net/Domain/17</a>
<b>County-District-School (CDS) Code</b>	3667819-6036248

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

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 550 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 2022-2023 school year, we were recognized as a Gold PBIS school for the seventh year in a row. In 2020-21 we were recognized 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.

### Mission Statement

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

## 2023-24 School Description and Mission Statement

### 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

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	77
Grade 2	72
Grade 3	77
Grade 4	84
Grade 5	96
Grade 6	97
Total Enrollment	578

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1%
Male	50.9%
Asian	0.3%
Black or African American	6.9%
Filipino	0.9%
Hispanic or Latino	88.4%
Two or More Races	0.9%
White	2.6%
English Learners	29.1%
Foster Youth	1.6%
Homeless	3.1%
Socioeconomically Disadvantaged	87.4%
Students with Disabilities	10.2%

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	30.00	100.00	847.80	91.38	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.00	0.65	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	13.80	1.49	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	6.00	0.65	12115.80	4.41
<b>Unknown</b>	0.00	0.00	54.10	5.83	18854.30	6.86
<b>Total Teaching Positions</b>	30.00	100.00	927.80	100.00	274759.10	100.00

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.00	96.43	888.80	90.57	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	5.90	0.61	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	17.50	1.78	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	9.70	0.99	11953.10	4.28
<b>Unknown</b>	1.00	3.57	59.30	6.04	15831.90	5.67
<b>Total Teaching Positions</b>	28.00	100.00	981.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2023	
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 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD’s most recent adoption.	Yes	0%

	K-6 Wonders (McGraw-Hill) – Adopted 2016		
<b>Mathematics</b>	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD’s most recent adoption.  K-8 Eureka Math *(Great Minds) – Adopted 2015 and in 2018 for Dual Immersion programs. *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%
<b>Science</b>	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD’s most recent adoption.  K-5 California Inspire Science (McGraw Hill) Adopted 2019	Yes	0%
<b>History-Social Science</b>	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD’s most recent adoption. 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. 6-8 My World Interactive (Pearson-Scott Foresman/Prentice Hall) Adopted 2018	Yes	0%
<b>Foreign Language</b>	N/A		0%
<b>Health</b>	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%
<b>Visual and Performing Arts</b>	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008	No	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0%

## School Facility Conditions and Planned Improvements

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. There is a planned facility improvement for the primary playground for this year.

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

March 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Actions taken: 1) Rm #21 - Replace stained ceiling tile and check for roof leak south near register. WO #14178; 2) Rm #13 - Replace missing brick at (exterior) doorway. WO# 14188; 3) Rm #12 & #22 - Door not closing properly. WO# 14187 & 14177; 4) Building B Mechanical Room - Repair interior wall at doorway. WO #14183; 5) Building B Mechanical Room - Patch concrete floor at threshold area of door. WO#14184; 6) Rm #53 - Repair wall at doorway below hand sanitizer. WO# 14179; 7) Building E AC Rm - Patch concrete floor at threshold area of door. WO # 14180; Work needed and planned: 1) Portable P4 - Replace exterior siding on east wall and skirting at S/E corner.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Actions taken: 1) Exterior drinking fountain at S/E corner of MPR has low flow. WO# 14189
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Actions taken: 1) Workroom - Building A - Check fire alarm panel currently in trouble condition. Also trouble sounder at panel is not functioning. Set correct day and time on. WO# 14181
<b>Structural:</b> Structural Damage, Roofs	X			Actions taken: 1) YMCA Portable - Repair/replace wood base of stairway. WO# 14170; 2) Portable P2/library - Replace door trim that is deteriorated. WO# 14168
<b>External:</b>	X			Actions taken: 1) Rm #12 Patch missing (exterior) wall tile at doorway. Paint to match. WO#14186; 2)



## School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/  
Doors/Gates/Fences

Building B Rm #20/Office - Adjust door sweep causing door to stick on carpet. WO# 14182 3) MPR Electrical Rm - Double doors are not closing properly and need adjustment. WO# 14190; 4) MPR Storage Rm - Double doors are not closing properly and need adjustment. WO # 14191; 5) Portables - P6, P7, P9, & P10 - Ramp needs non skid applied. WO #14175; 6) Portable P5 - Padlock needed at gate located at N/E corner of P-5 WO #14174; Work needed and planned: Portable P8 - Repair/replace ramp decking as needed and apply non skid. WO# 14176.

## 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).

#### 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.

## 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	38	36	40	40	47	46
<b>Mathematics</b> (grades 3-8 and 11)	31	33	26	30	33	34

## 2022-23 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
<b>All Students</b>	349	349	100.00	0.00	36.39
<b>Female</b>	176	176	100.00	0.00	42.61
<b>Male</b>	173	173	100.00	0.00	30.06
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	22	22	100.00	0.00	36.36
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	310	310	100.00	0.00	36.13
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	102	102	100.00	0.00	15.69
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	196	196	100.00	0.00	30.61
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	55	55	100.00	0.00	14.55

## 2022-23 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
<b>All Students</b>	348	348	100.00	0.00	33.05
<b>Female</b>	176	176	100.00	0.00	33.52
<b>Male</b>	172	172	100.00	0.00	32.56
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	22	22	100.00	0.00	22.73
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	309	309	100.00	0.00	33.66
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	101	101	100.00	0.00	17.82
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	195	195	100.00	0.00	28.72
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	55	55	100.00	0.00	20.00

## 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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	27.37	12.50	19.46	22.36	29.47	30.29

## 2022-23 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	97	96	98.97	1.03	12.50
Female	53	52	98.11	1.89	15.38
Male	44	44	100.00	0.00	9.09
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	83	82	98.80	1.20	12.20
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	29	29	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	56	98.25	1.75	8.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	0.00

## 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.

#### 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	98.9	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.

#### 2023-24 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

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)
- Flyers and Postings

## 2023-24 Opportunities for Parental Involvement

Any parent who would like more information about becoming involved is welcome to contact the front office at 909-986-0108

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	622	608	165	27.1
Female	303	298	74	24.8
Male	319	310	91	29.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	0	0.0
Black or African American	41	40	19	47.5
Filipino	5	5	1	20.0
Hispanic or Latino	550	538	136	25.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	5	1	20.0
White	17	17	8	47.1
English Learners	204	196	45	23.0
Foster Youth	12	12	1	8.3
Homeless	90	87	25	28.7
Socioeconomically Disadvantaged	554	543	156	28.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	86	82	26	31.7

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.00	0.66	0.64	0.03	1.69	1.56	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.64	0
<b>Female</b>	0.66	0
<b>Male</b>	0.63	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	0.73	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	0	0
<b>English Learners</b>	1.47	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	1.11	0
<b>Socioeconomically Disadvantaged</b>	0.72	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	0	0

## 2023-24 School Safety Plan

Elderberry's safety plan is reviewed and updated at the beginning of each academic year. On August 4, 2023, 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. In the 2022-2023 school year all staff were offered a "Violent Intruder 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.

### 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		

### 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	22	1	3	
1	22	1	2	
2	23		3	
3	25		3	
4	26		4	
5	23		4	
6	27		4	
Other	13	1		

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	15	4	1	0
1	19	1	3	0
2	24	0	3	0
3	26	0	3	0
4	27	0	3	0
5	30	0	3	0
6	31	0	3	0
Other	13	1	0	0

## 2022-23 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	578

## 2022-23 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$8,720	\$1,215	\$7,504	\$129,187
District	N/A	N/A	\$1608.0	\$94,232
Percent Difference - School Site and District	N/A	N/A	129.4	33.2
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	12.9	38.7

## Fiscal Year 2022-23 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.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$51,330	\$54,215
Mid-Range Teacher Salary	\$91,294	\$86,843
Highest Teacher Salary	\$110,117	\$111,440
Average Principal Salary (Elementary)	\$145,803	\$140,851
Average Principal Salary (Middle)	\$149,251	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$334,284	\$252,466
Percent of Budget for Teacher Salaries	36.06%	33.16%
Percent of Budget for Administrative Salaries	5.98%	5.15%

## 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

## Professional Development

learning and achievement. Professional development courses and programs are developed and coordinated through the district's Learning and Teaching division. 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.

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.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	50	4	8