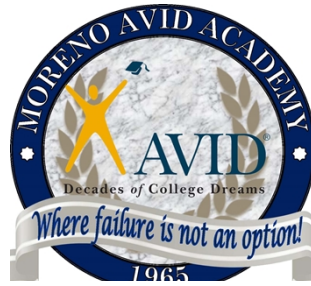


Moreno AVID Academy

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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
Grade Span	P-6
County-District-School (CDS) Code	3667819-6036370

2024-25 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	https://www.omsd.net

2024-25 School Description and Mission Statement

It is with great pleasure that I welcome you to Moreno AVID Academy. For families new to our community, I'd like to share a bit of our history. During the 1990-91 school year, Moreno was selected to become an integrated school serving both physically handicapped and non-handicapped students. Since then, physically handicapped students from across the West End have been bussed to Moreno, where they are fully integrated into our student body. Through the collaborative efforts of our staff, parents, and students, we have cultivated a caring and supportive community dedicated to creating the best possible environment for growth and success.

2024-25 School Description and Mission Statement

At Moreno, we offer a variety of programs and activities designed to enrich students' lives. We are proud to be an AVID Elementary School, committed to preparing all students for a successful future. Through AVID, students will learn essential skills such as organizing materials, recording assignments in an agenda, taking effective notes to support learning, and answering higher-level questions. AVID teaches students what it takes to succeed in school and in life. Its mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

We strongly encourage parents to be actively involved in their child's education. There are many opportunities to participate, both at home and at school. Reading with your child daily, returning notices promptly, keeping the school updated on absences, address or phone number changes, assisting with homework, attending school events, volunteering in the classroom or office, and joining the PTO are just a few ways you can contribute. Our success as educators is closely tied to the strength of our partnership with parents.

Sincerely,
Kimberly Martindale
Principal

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, dance, music, cooking, yoga, crafting, 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 received the PBIS Platinum Award in 2023 and 2024, and the PBIS GOLD Award for 4 years prior to that. 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
TK	23
Kindergarten	53
Grade 1	49
Grade 2	44
Grade 3	58
Grade 4	63
Grade 5	59
Grade 6	73
Total Enrollment	435

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
Asian	2.3
Black or African American	4.6
Filipino	0.2
Hispanic or Latino	89.2
Two or More Races	1.4
White	2.3
English Learners	22.3
Foster Youth	1.4
Homeless	11.5
Socioeconomically Disadvantaged	87.6
Students with Disabilities	17.5

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/Incomplete/NA	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

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)	26.00	97.74	888.80	90.57	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.90	0.61	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	1.88	17.50	1.78	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.38	9.70	0.99	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	59.30	6.04	15831.90	5.67
Total Teaching Positions	26.60	100.00	981.40	100.00	279044.80	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.

2022-23 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)	23.50	91.80	891.10	92.20	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.62	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	18.00	1.87	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.39	5.10	0.53	11746.90	4.23
Unknown/Incomplete/NA	2.00	7.81	46.20	4.79	14303.80	5.15
Total Teaching Positions	25.60	100.00	966.60	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.20	0.50	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.20	0.50	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.10	0.1
Total Out-of-Field Teachers	0.00	0.10	0.1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected August 2024

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. K-6 Wonders (McGraw-Hill) - Adopted 2016 6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	Yes	0%
Mathematics	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%
Science	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%
History-Social Science	K-5 Studies Weekly Adopted 2023* 6-8 My World Interactive (Pearson) - Adopted 2018	Yes	0%

	*Not a state adoption, however, the district has determined through local review, that the materials are still aligned to current state standards.		
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	N/A	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The school's FIT inspection took place on April 9, 2024. Overall, the school was found to be in "Exemplary" 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, 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.

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 33 classrooms, a multipurpose room that holds 507 occupants, a library, an adapted PE facility and an administration building. Thirteen of those classrooms are portable classrooms. There are six student restrooms. The staff lounge, staff workroom, and three staff restrooms are inadequate for the 67 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.

During the 2023-2024 school year, all HVAC units schoolwide are being replaced with updated digital units that include air filters. In addition, cameras were installed throughout the school and exterior parameters, including the playground. To build school capacity, 3 new portable classroom were installed.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

April 9, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None
Interior: Interior Surfaces	X			None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			All work orders were generated on 4-12-24 Building B Exterior - Remove surplus on east side of Building B
Electrical	X			None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None
Safety: Fire Safety, Hazardous Materials	X			ALL work orders were generated on 4-12-24 Building A Nurses Office - Fire extinguisher not signed off Building A Work Room - Fire extinguisher not signed off
Structural: Structural Damage, Roofs	X			None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	44	43	40	41	46	47
Mathematics (grades 3-8 and 11)	36	33	30	31	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	285	284	99.65	0.35	43.31
Female	129	129	100.00	0.00	50.39
Male	156	155	99.36	0.64	37.42
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	14	13	92.86	7.14	69.23
Filipino	--	--	--	--	--
Hispanic or Latino	257	257	100.00	0.00	42.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	60	60	100.00	0.00	13.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	154	153	99.35	0.65	43.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	71	98.61	1.39	15.49

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	285	284	99.65	0.35	33.45
Female	129	129	100.00	0.00	34.11
Male	156	155	99.36	0.64	32.90
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	14	13	92.86	7.14	46.15
Filipino	--	--	--	--	--
Hispanic or Latino	257	257	100.00	0.00	32.68
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	60	60	100.00	0.00	13.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	154	153	99.35	0.65	33.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	71	98.61	1.39	14.08

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	25.33	15.49	22.36	20.60	30.29	30.73

2023-24 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	71	71	100.00	0.00	15.49
Female	27	27	100.00	0.00	11.11
Male	44	44	100.00	0.00	18.18
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	63	63	100.00	0.00	17.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	17	17	100.00	0.00	11.76
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	39	100.00	0.00	10.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	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.

2023-24 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 requires only participation results 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	97.1%	98.6%	98.6%	98.6%	98.6%

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.

2024-25 Opportunities for Parental Involvement

Parent involvement is a vital strategy for promoting student achievement, discipline, and self-esteem. It plays an essential role in building a strong school community. At Moreno AVID Academy, the Site English Learner Parent Advisory Council and School Site Council collaborate to make decisions about school programs and initiatives.

Moreno AVID Academy encourages all parents to get involved in various ways, including attending events like "Coffee with the Principal." Our school staff is committed to supporting parents through education classes, coordinating volunteer opportunities, and offering access to numerous school and community resources addressing health and welfare needs. Each year, we host parent education and family night classes focusing on topics such as GATE, AVID, Special Education, and reclassification.

Additionally, the PTO, alongside our dedicated staff, organizes Family Fun Nights, including popular events like Movie Nights and Trunk or Treat. These events foster a sense of community and provide opportunities for families to connect.

For more information about parent involvement and family resources, please contact the school office at 909-445-1661. Moreno's PTO also supports the school through various fundraising efforts and offers numerous opportunities for parent participation. If you are interested in joining the Moreno PTO, please contact Kathy Gregson at 909-445-1661.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	471	463	60	13.0
Female	227	223	36	16.1
Male	244	240	24	10.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	--	--	--
Black or African American	22	21	3	14.3
Filipino	--	--	--	--
Hispanic or Latino	421	415	53	12.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	127	125	16	12.8
Foster Youth	--	--	--	--
Homeless	63	62	15	24.2
Socioeconomically Disadvantaged	419	413	56	13.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	91	90	19	21.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.7	0.18	0.64	1.69	1.56	1.19	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.64	0.00
Female	0.00	0.00
Male	1.23	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.71	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.72	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

each school year once the plan is updated and approved by staff. The plan was last reviewed and updated in August 2024. 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.

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	0	0
1	18	1	3	0
2	23	0	3	0
3	24	0	3	0
4	25	0	3	0
5	24	0	3	0
6	31	0	2	0
Other	8	3	0	0

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	20	1	2	
1	18	3		
2	24		3	
3	17	2	2	
4	25		3	
5	24	1	2	
6	26		3	
Other	7	3		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	0	2	0
1	20	2	0	0
2	26	0	2	0
3	22	0	3	0
4	23	0	3	0
5	24	0	3	0
6	25	0	3	0
Other	0	0	0	0

2023-24 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

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.5
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	0

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$104,660
Percent Difference - School Site and District	N/A	N/A	133.1	17.9
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-36.3	26.1

Fiscal Year 2023-24 Types of Services Funded

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

Title I: parent education and family nights, Community Events, Connect Ed, newsletters, part-time intervention teacher, and PBIS Professional Development.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$66,459	\$58,553
Mid-Range Teacher Salary	\$100,652	\$93,924
Highest Teacher Salary	\$124,076	\$119,489
Average Principal Salary (Elementary)	\$164,731	\$149,898
Average Principal Salary (Middle)	\$173,683	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$368,548	\$270,432
Percent of Budget for Teacher Salaries	35.4	31.93
Percent of Budget for Administrative Salaries	5.59	5.62

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 AVID Academy 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 17 professional development meetings during the school year in 90 minute meeting). Paraprofessionals and non-instructional staff receive professional development through the district classified personnel department. At the start of the school school members attended the San Bernardino County Wellness Conference to support students' social-emotional wellness. To ensure robust support systems, a team attended the CA State PBIS Conference hosted by CDE to engage in best practices for student support. Moreno AVID Academy 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 members 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	2022-23	2023-24	2024-25
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	23	23	17
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