

# Elderberry Elementary School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

### 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/>.

## 2025-26 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>	<a href="mailto:arai.morales@omsd.net">arai.morales@omsd.net</a>
<b>School Website</b>	<a href="https://www.omsd.net/Domain/17">https://www.omsd.net/Domain/17</a>
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	3667819-6036248

## 2025-26 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>	<a href="mailto:info@omsd.net">info@omsd.net</a>
<b>District Website</b>	<a href="https://www.omsd.net">https://www.omsd.net</a>

## 2025-26 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 525 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 2024-2025 school year, we were recognized as a Gold PBIS school for the ninth 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

## 2025-26 School Description and Mission Statement

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.

### 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

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	103
Grade 1	64
Grade 2	63
Grade 3	78
Grade 4	71
Grade 5	80
Grade 6	85
<b>Total Enrollment</b>	<b>544</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.4
Asian	1.5
Black or African American	4.4
Filipino	0.6
Hispanic or Latino	90.3
Two or More Races	1.1
White	2.2
English Learners	32.7
Foster Youth	0.2
Homeless	11.9
Socioeconomically Disadvantaged	93
Students with Disabilities	17.6

### 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.

## 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	96.43	888.8	90.57	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	5.9	0.61	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	17.5	1.78	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	9.7	0.99	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	1	3.57	59.3	6.04	15831.9	5.67
<b>Total Teaching Positions</b>	28	100	981.4	100	279044.8	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.

## 2022-23 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>	25.1	99.64	891.1	92.2	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	6	0.62	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	18	1.87	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.1	0.4	5.1	0.53	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	46.2	4.79	14303.8	5.15
<b>Total Teaching Positions</b>	25.1	100	966.6	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 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	96.43	893	92.39	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	9.3	0.96	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	7.8	0.82	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	13.1	1.36	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	1	3.57	43.1	4.46	13705.8	4.91
<b>Total Teaching Positions</b>	28	100	966.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0.1	0
<b>Total Out-of-Field Teachers</b>	0.00	0.1	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-6 Wonders (McGraw-Hill) - Adopted 2016 6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	0%
<b>Mathematics</b>	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-8 - Eureka Math* (Great Minds)- Adopted 2015 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. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 Adopted May, 2020	0%
<b>Science</b>	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	0%
<b>History-Social Science</b>	K-5 Studies Weekly Adopted 2023	0%

	<p>Not a state adoption, however, the district has determined through local review, that the materials are still aligned to current state standards.</p> <p>6-8 My World Interactive (Pearson) - Adopted 2018</p>	
<b>Foreign Language</b>	N/A	0%
<b>Health</b>	<p>K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p>	0%
<b>Visual and Performing Arts</b>	<p>TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p> <p>TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p> <p>TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p>	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A
<p>Note: Cells with N/A values do not require data.</p>		

## School Facility Conditions and Planned Improvements

The OMSD Board of Education has adopted cleaning standards for all schools. The district takes great efforts to ensure that all schools are clean, safe and functional. Elderberry Elementary proudly exceeds the adopted standards by ensuring and maintaining a clean and safe campus. All facilities for staff and students 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. There are no current or planned facility improvements.

Students are supervised throughout the day. Visitors check into the front office to be verified and are given a visitor badge to enter the campus.

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,

## School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

February 2025

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			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			1)Apply non-skid to portable ramp. roomP9 W/O # FY24-25-45231 In Progress 2)Fire extinguisher not signed off. room 60 -remedied at time of inspection 3)Paint is chipping on the ceiling in mechanical/electrical room. Building B mechanical room W/O # FY24-25-45219 Completed: 5/9/25
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Door doesn't latch properly.. room 34 W/O #FY24-25-45226. Completed on 4/23/2025

## 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	39	44	41	44	47	48
<b>Mathematics</b> (grades 3-8 and 11)	37	48	31	34	35	37

## 2024-25 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	316	313	99.05	0.95	43.77
Female	160	157	98.13	1.87	47.77
Male	156	156	100.00	0.00	39.74
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	16	16	100.00	0.00	31.25
Filipino	--	--	--	--	--
Hispanic or Latino	286	284	99.30	0.70	44.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	96	94	97.92	2.08	15.96
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	196	194	98.98	1.02	38.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	59	98.33	1.67	16.95

## 2024-25 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
<b>All Students</b>	316	313	99.05	0.95	47.60
<b>Female</b>	160	157	98.13	1.87	48.41
<b>Male</b>	156	156	100.00	0.00	46.79
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	16	16	100.00	0.00	37.50
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	286	284	99.30	0.70	47.89
<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>	96	94	97.92	2.08	27.66
<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	194	98.98	1.02	40.72
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	60	59	98.33	1.67	25.42

## 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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	12.79	23.46	20.6	24.25	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	81	81	100.00	0.00	23.46
Female	43	43	100.00	0.00	20.93
Male	38	38	100.00	0.00	26.32
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	72	72	100.00	0.00	20.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	23	23	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	55	100.00	0.00	21.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	20.00

### 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.

## 2024-25 California Physical Fitness Test Participation Rates

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	100.00%	98.80%	100.00%	100.00%	100.00%

## 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.

#### 2025-26 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:

- Parent Square
- Flyers and Postings

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

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	606	584	42	7.2
Female	305	289	24	8.3
Male	301	295	18	6.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	32	27	7	25.9
Filipino	--	--	--	--
Hispanic or Latino	541	526	33	6.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	14	13	1	7.7
English Learners	202	199	10	5.0
Foster Youth	--	--	--	--
Homeless	89	83	3	3.6
Socioeconomically Disadvantaged	558	539	38	7.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	110	108	11	10.2

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.64	1.97	1.65	1.56	1.19	1.56	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.65	0.00
Female	1.97	0.00
Male	1.33	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	1.85	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	1.98	0.00
Foster Youth	0.00	0.00
Homeless	1.12	0.00
Socioeconomically Disadvantaged	1.79	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.91	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.

## 2025-26 School Safety Plan

Elderberry's safety plan is reviewed and updated yearly. In August 2025, the staff reviewed and received an updated copy of the safety plan. The plan outlines active shooter, emergency attendance forms, emergency response team members, fire, earthquake and AED procedures. During the 2024-25 school year, Elderberry's Emergency Response Team met and reviewed their roles and discussed updates for consideration. The new CSSP was approved by SSC on 11/19/25. 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.

## 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
<b>K</b>	15	4	1	0
<b>1</b>	19	1	3	0
<b>2</b>	24	0	3	0
<b>3</b>	26	0	3	0
<b>4</b>	27	0	3	0
<b>5</b>	30	0	3	0
<b>6</b>	31	0	3	0
<b>Other</b>	13	1	0	0

## 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	17	3	1	0
1	17	3	0	0
2	24	0	3	0
3	24	0	3	0
4	25	0	3	0
5	27	0	3	0
6	30	0	3	0
Other	13	2	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	21	2	2	
1	20	1	2	
2	20	1	2	
3	24		3	
4	31		2	
5	26		3	
6	21	1	3	
Other	14	2		

## 2024-25 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

## 2024-25 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$110,380
Percent Difference - School Site and District	N/A	N/A	129.4	21.0
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-35.8	29.1

## Fiscal Year 2024-25 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 i-Ready and CAASP for analyzing ongoing student assessment of instructional programs. The intervention teacher work 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.

To support students with SEL and other factors, we have an ORCs and a SFOA who contribute in a variety of ways to support the many diverse needs of our students and their families. They work with students 1:1 or in small groups throughout the day to support students. In addition, the ORC meets with students and families to find out what resources, such as school supplies and clothing, they are lacking to support them. All staff supports in the implementation of PBIS schoolwide by promoting Champion expectations, rewarding students with point (tickets) and by operating the PBIS store throughout the week.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
<b>Beginning Teacher Salary</b>	\$69,782	\$61,597
<b>Mid-Range Teacher Salary</b>	\$105,685	\$98,902
<b>Highest Teacher Salary</b>	\$129,830	\$126,340
<b>Average Principal Salary (Elementary)</b>	\$183,587	\$158,383
<b>Average Principal Salary (Middle)</b>	\$189,187	\$165,207
<b>Average Principal Salary (High)</b>		\$162,237
<b>Superintendent Salary</b>	\$386,975	\$288,332
<b>Percent of Budget for Teacher Salaries</b>	31.51%	31.29%
<b>Percent of Budget for Administrative Salaries</b>	4.89%	5.38%

## Professional Development

OMSD provides research-based, ongoing professional development for certificated, classified, and management employees, aligned with the district's long-term goals. This professional development focuses on continuous improvement to enhance student achievement and social-emotional well-being. Programs are designed to build employees' skills and knowledge to deliver high-quality services that maximize student learning. Professional development courses, developed through the Learning and Teaching division, are tailored to the instructional and management needs identified by Professional Learning Communities (PLCs). These offerings address key areas such as curriculum implementation, instructional strategies, classroom management, leadership development, and Common Core State Standards, alongside job-specific and mandated training for various roles. The district also emphasizes technology integration and state-supported programs like Induction for New Teachers and Peer Assistance and Review (PAR). Coaches, Teachers on Assignment (TOA), and Resource Specialists receive specialized training to provide continuous support across school sites.

Elderberry Elementary School prioritizes student learning through effective instruction, engagement, and data-driven decision-making. Instruction is consistently aligned with student data and content standards, with staff development focused on state-approved curriculum implementation and analysis of assessment data every six weeks. Collaboration between grade levels, administration, and the Data Coach supports instructional planning and improvement. Coaching cycles are used to guide new teachers and those seeking to refine their practices, while site administrators conduct regular walkthroughs to provide feedback and enhance teaching strategies. Staff meetings and PLCs focus on reviewing school-wide data, identifying strengths and weaknesses, and implementing strategies to engage students actively in learning. This collaborative approach and ongoing professional development have been instrumental in improving student achievement and fostering academic success at Elderberry Elementary.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	8	17	25