

Lehigh 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

School Name	Lehigh Elementary School
Street	10200 Lehigh Avenue
City, State, Zip	Montclair, CA 91763
Phone Number	909-624-5697
Principal	Scott Russ
Email Address	scott.russ@omsd.net
School Website	https://www.omsd.net/Lehigh
Grade Span	K-6
County-District-School (CDS) Code	6036305

2025-26 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

2025-26 School Description and Mission Statement

Welcome to an exciting 2025-2026 school year at Lehigh Elementary School! The staff at Lehigh is committed to exceptional standards and high levels of student success. Together, we look forward to working with you to ensure a productive and positive school year for all students. As a No Excuses school, we promote college readiness in our daily academic and social activities. Furthermore, as a school that implements Positive Behavior Intervention Systems, we take pride in promoting a positive school culture that fosters students' social interactions. We believe in building bridges between the school and community and maintaining an open-door policy for all parents. On behalf of the entire school staff, I welcome you to a college-centered and academically rigorous environment that is also committed to your child's social and emotional well-being.

2025-26 School Description and Mission Statement

Lehigh Elementary School is located on the southwest corner of the Ontario-Montclair School District and was built in 1960. It currently serves approximately 500 students in grades preschool through sixth grade.

Lehigh Elementary School's staff consists of a Principal, Assistant Principal, Instructional Coach, Outreach Consultant, Student Outreach and Family Assistant, Student Mentor, one Resource Specialist Program Teacher, two preschool teachers, one part-time Instrumental Music Teacher, three Special Day Class teachers, a part-time Visual and Performing Arts Teacher, and 17 general education classroom teachers. Other key team members include four instructional aides, one Office Manager, three Office Assistants, three custodians, and three food service workers. We also offer a Learning Lab that is staffed by one instructional aides who provide specialized services in literacy skills. Lehigh Elementary School offers diverse programs for students as well as parents. Parents are welcome to attend numerous parent meetings, including Principal's Coffee, School Site Council, Site English Language Proficiency Advisory Committee, Students with Disabilities parent Group, and Gifted and Talented Education parent group.

Students are offered after-school opportunities through the city of Montclair's After School Program, where they receive supper, homework help, recess, and enrichment. Additionally, students can participate in Chess, Yearbook, Book Clubs, and a variety of Sports opportunities after school. Finally, Lehigh has dedicated school-wide forty-five minutes of targeted instruction at the students' reading levels four times a week.

Lehigh also offers an extensive number of after-school clubs as part of our ELOP, or Extended Learning Opportunity Program.

Our Vision statement is Nothing less than our personal best. We push students in healthy ways to reach their personal best! It is exciting to see how amazing they feel when they achieve their full capabilities.

Lehigh is an MTSS school, and we practice multi-tiered systems of support to ensure academic, behavioral, and social-emotional success.

Lehigh's Mission: Lehigh Elementary School prides itself on being a positive school for students. Students are rewarded for their accomplishments and progress by the staff and administration. As a PBIS school, we have school-wide expectations of students to be ready to learn, respectful to others, and responsible. We redirect behaviors with positive systems and take time to teach the expected behaviors with rewarded outcomes. As a school community, we believe student achievement begins with students feeling safe and valued.

We believe that:

- A student's social, emotional, and physical well-being is fundamental to their success.
- An academic program should be broad, challenging, data-driven, and individualized to support the whole child.
- Collaboration between the student, family, school, and community is vital to student success.
- Teachers have the ability to dramatically impact students' lives. Success is defined by doing our personal best.

Objectives:

- All students will meet or exceed the essential Common Core standards for Language Arts as measured by the school, district, and state assessments.
- All students will meet or exceed the essential Common Core standards for Mathematics as measured by the school, district, and state assessments.
- All English Learners will demonstrate no less than one level of growth annually in English language proficiency as measured by school, district, and state assessments.
- All students will demonstrate behaviors that reflect physical, social, and emotional well-being as measured by school and district assessments.

We work hard to ensure we serve the community and will go above and beyond for every child! We thank you for trusting your children with us!!

Respectfully,
Mr. Russ
Principal, Lehigh Elementary School

2025-26 School Description and Mission Statement

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	106
Grade 1	55
Grade 2	58
Grade 3	66
Grade 4	72
Grade 5	61
Grade 6	59
Total Enrollment	477

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47
Male	53
American Indian or Alaska Native	0.4
Asian	2.3
Black or African American	1.3
Filipino	0.4
Hispanic or Latino	92.7
Two or More Races	0.8
White	2.1
English Learners	35.6
Foster Youth	0.2
Homeless	13.8
Socioeconomically Disadvantaged	93.7
Students with Disabilities	18.2

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.

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)	25	92.59	888.8	90.57	234405.2	84
Intern Credential Holders Properly Assigned	1	3.7	5.9	0.61	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	17.5	1.78	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	9.7	0.99	11953.1	4.28
Unknown/Incomplete/NA	1	3.7	59.3	6.04	15831.9	5.67
Total Teaching Positions	27	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26	96.3	891.1	92.2	231142.4	83.24
Intern Credential Holders Properly Assigned	1	3.7	6	0.62	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	18	1.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	5.1	0.53	11746.9	4.23
Unknown/Incomplete/NA	0	0	46.2	4.79	14303.8	5.15
Total Teaching Positions	27	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24	100	893	92.39	230039.4	100
Intern Credential Holders Properly Assigned	0	0	9.3	0.96	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	7.8	0.82	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	13.1	1.36	12112.8	4.34
Unknown/Incomplete/NA	0	0	43.1	4.46	13705.8	4.91
Total Teaching Positions	24	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
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

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

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	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
Reading/Language Arts	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%
Mathematics	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%
Science	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%
History-Social Science	K-5 Studies Weekly Adopted 2023	0%

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

School Facility Conditions and Planned Improvements

Ontario-Montclair School District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The Ontario-Montclair School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the Ontario-Montclair School District uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the school office or the Ontario-Montclair School District office. The LEA governing board has adopted cleaning standards for all schools in the Ontario-Montclair School District. A summary of these standards is available at the school office or at the Ontario-Montclair School District office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. 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. Lehigh Elementary School was not required to have a Williams inspection this year. The most recent visit by the Ontario-Montclair School District was on February 19, 2025. The school received an overall rating of Exemplary at 99.8% with a total number of areas evaluated at 96. Lehigh Elementary School is proud to have met the expectations of the evaluation in all areas.

The Ontario-Montclair School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction.

School Facility Conditions and Planned Improvements

The results of this survey are available at the school office and at the district office. More specific information on the condition of the school and the efforts made to ensure the students are provided with a clean, safe, and functional learning environment is listed below.

There were no planned or completed facility improvements this school year.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Lehigh staff maintains a clean and healthy environment that assures the school is safe and in good repair to promote student learning and socialization daily. The principal works with three full-time custodians who diligently keep restrooms, eating areas, and classrooms clean and sanitized. Site and district maintenance and grounds staff make sure that the work necessary to keep the school in good repair, in working order, and aesthetically pleasing is completed in a timely manner. A work order process is in use to ensure efficient service and that emergency repairs are given the highest priority.

To assist in this effort, the district Operations Department annually conducts an in-depth evaluation of each school to determine the condition of the facilities and identify situations that need maintenance, repair, or an upgrade. The district uses the facility survey instrument to assist with the data gathering during the inspections. All findings are shared with the principal, and work orders for needed repairs are created at that time. The results of this survey are available at the school office or the district office.

Cleaning Process and Schedule:

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Student Safety:

Lehigh Elementary School is committed to providing a safe environment for students and staff. Every effort is made to ensure the safety of students on campus as well as enroute to and from campus. Staff members supervise student arrival, dismissal, breakfast, lunchtime, and recess. The after-school program has staff monitoring student activity at all times. Adults must sign in to pick up students in the after-school program. Locked gates throughout the school limit access to designated personnel, and all visitors must enter the school through the front gate area, where they must check in at the office and obtain a visitor's pass. Crossing guards are posted at both major intersections north and south of the school, and safety cones are placed in the pickup/drop-off area to help with dismissal. Proctors are employed by the school to provide supervision for those students eating, both before school and during lunch. The Principal and Assistant Principal drop off, lunchtime, recesses, and after-school dismissal.

Year and month of the most recent FIT report

3/19/25

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			RM MPR: Replace cracked floor tile in MPR outside serving line window.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			RM 30: Apply non skid to portable ramps site wide as needed.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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
English Language Arts/Literacy (grades 3-8 and 11)	32	35	41	44	47	48
Mathematics (grades 3-8 and 11)	24	28	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	265	260	98.11	1.89	35.00
Female	142	139	97.89	2.11	36.69
Male	123	121	98.37	1.63	33.06
American Indian or Alaska Native	0	0	0	0	0
Asian	11	10	90.91	9.09	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	243	239	98.35	1.65	33.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	98	95	96.94	3.06	12.63
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	170	167	98.24	1.76	34.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	61	100.00	0.00	11.48

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
All Students	264	263	99.62	0.38	27.76
Female	141	141	100.00	0.00	30.50
Male	123	122	99.19	0.81	24.59
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	63.64
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	242	241	99.59	0.41	26.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	98	98	100.00	0.00	13.27
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	169	168	99.41	0.59	24.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	61	100.00	0.00	14.75

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
Science (grades 5, 8 and high school)	15.25	11.29	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	62	62	100.00	0.00	11.29
Female	33	33	100.00	0.00	9.09
Male	29	29	100.00	0.00	13.79
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	58	58	100.00	0.00	10.34
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	26	26	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	42	42	100.00	0.00	9.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	6.67

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	98.40%	98.40%	98.40%	98.40%	98.40%

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

The Lehigh School mission is to guarantee personal excellence for all learners through a home-school partnership committed to high academic and social standards. Opportunities for parental involvement for the 2025-2026 school year include:

Parents are always welcome at Lehigh and are encouraged to attend workshops as well as meetings. Parent involvement is the cornerstone of our community. Parents remain in constant contact with the school through Class Dojo, Parent Square, and Connect Ed calls. Teachers all have Class Dojo and Parent Square accounts, and the school also has a school-wide Class Dojo, Parent Square, and Instagram account. The Principal, Assistant Principal, and the ORC maintain communication on this platform. The Assistant Principal also updates the website, marquee, and Instagram.

- Principal's Coffee/ Informational Meetings
- School Site Council (SSC)
- Site English Language Proficiency Advisory Committee (SELPAC)
- District Parent Advisory Committee (DPAC)
- District English Language Proficiency Advisory Committee (DELPAC)
- Parent Leadership Conference
- Student Success Team (SST)
- Parent Academy Classes (Parent Education)
- Back to School Night
- Open House
- Art Night
 - Academic as well as Character Trait Assemblies
- Parent Conferences
 - Harvest Festival (Trunk or Treat)
 - Fundraising nights such as Mc Teacher
 - Parent volunteers are welcome at Lehigh. Our front office and Outreach Consultant support with organizing parent volunteers:
- Parent Classroom Volunteers- must complete the documentation necessary to remain in compliance with OMSD.

Parents are encouraged to take part in the many parental involvement opportunities provided throughout the year at Lehigh.

If you would like to get involved or participate, please feel free to stop by the office for a calendar of dates or contact Rebeca Garcia or Marina Solis at 909-624-5697; they will explain the volunteer process for Lehigh Elementary School.

2025-26 Opportunities for Parental Involvement

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	512	504	42	8.3
Female	244	238	24	10.1
Male	268	266	18	6.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	473	465	38	8.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	201	200	18	9.0
Foster Youth	--	--	--	--
Homeless	89	89	11	12.4
Socioeconomically Disadvantaged	483	477	40	8.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	103	102	5	4.9

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
0.37	0.39	0.2	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	0.20	0.00
Female	0.00	0.00
Male	0.37	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	0.21	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	0.50	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.21	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.

2025-26 School Safety Plan

Lehigh prides itself on being a safe and orderly campus for all students. We maintain a Comprehensive School Site Safety Plan that was developed for the Ontario Montclair School District in collaboration with local agencies and the district office. The plan ensures the safety of students and staff, it includes maintenance, security, and safety of the physical environment and safe school climate, as well as our school safety compliance that ensures all required child abuse reporting procedures, suspension and expulsion policies, due process, notification to teachers about dangerous pupils, sexual harassment policy, school-wide dress code, procedure for safe ingress and egress from school, procedures to ensure a safe and orderly environment and rules and procedures on discipline. Monthly disaster drills are scheduled and practiced school-wide to ensure safety procedures. The plan is frequently reviewed and updated. It was discussed with the staff in November 2025.

Date of Last Review/Update: December 2025.

The Lehigh Elementary Safety Plan, reviewed annually, is an integral part of the school environment. Bi-monthly drills are held to practice safety procedures in the event of an emergency, review staff member roles and responsibilities, and test support systems. Elements of the plan appear regularly on staff meeting agendas, leadership team meetings, and parent advisory council meetings.

The goals of the Lehigh Elementary Safety Plan are to ensure that:

The safety plan is reviewed with staff twice a year. The staff demonstrates drills monthly.

1. All students and staff members are provided with a safe teaching and learning environment.
2. All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school-related activities.
3. District programs and community resources are made available to students and parents.
4. The school provides an educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to cultural, racial, and religious backgrounds.

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
K	19	3	1	0
1	18	3	0	0
2	24	0	3	0
3	18	3	0	0
4	18	3	0	0
5	25	0	3	0
6	23	0	4	0
Other	12	2	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	18	3	0	0
1	24	0	2	0
2	18	3	0	0
3	22	0	3	0
4	25	0	2	0
5	26	0	2	0
6	22	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	17	2	2	
1	26		2	
2	27		2	
3	20	1	2	
4	22	1	2	
5	28		2	
6	28		2	
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	2.6

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	9666	1392	8273	129,201
District	N/A	N/A	1497.90	\$110,380
Percent Difference - School Site and District	N/A	N/A	138.7	21.0
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-26.2	29.2

Fiscal Year 2024-25 Types of Services Funded

Lehigh Elementary School offers a variety of services funded through different sources. These services are offered so that students are given every opportunity to succeed. Some of these services include:

- Reading and Math Intervention during the bells with an intervention Instructional Assistant.
- Extended Learning Opportunities that promote Intervention and Enrichment programs.
- Field Trips
- Grade Level PLC days
- Student Mentor services and student store for positive behavior incentives

Fiscal Year 2024-25 Types of Services Funded

-Instructional Coach to support teachers and students in accessing the curriculum.

- Outreach Consultant who works closely with the SOFA.

-Supplemental Instructional Materials

- Learning Lab to provide extra support for students. The Learning Lab is staffed by one full-time classified instructional aide.
- Interventions during the day and after school.

-Family Community Collaborative Outreach/Services Support

-Student Incentives that include assemblies, medals, Accelerated Reader reading awards, and field trips to local colleges for Lunch called "College Visit/ Principal for the Day".

Lehigh uses all resources to fund activities and learning opportunities for students. Resources are allocated for the greater good of the whole school community. We pride ourselves on offering outstanding programs for our students.

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

Professional Development

Lehigh Elementary School strives for continuous improvement for both staff and students. In addition to the numerous and varied professional development opportunities offered by the District's Teacher's On Assignments (TOAs), Lehigh develops its professional development plan based on the site's specific needs for both the students and teachers. To determine instructional practices to introduce or refine for staff members, the site leadership team looks at both student data and anecdotal notes made during informal and formal observations. Administration also sent out a PD needs survey, which was reviewed by Administration and the Instructional Coach to meet the needs of the teachers. The Instructional Coach, along with the administration, plans and provides professional development throughout the year with grade-level teams. Teams are given subs to meet and discuss data, plan according to the data to respond to student needs, and get training on best practices for resources and delivery of instruction practices.

Over the last several years, the teachers have developed and are using a rubric for writing that mirrors what students would be scored on during the CAASPP administration. This year, the District continues to implement Write from the Beginning Writing,

Professional Development

and teachers have been analyzing those rubrics to mirror CASSPP. Staff development has focused on WFTB as well as a continued focus on RACE to remind students that their written and verbal responses needed to recite the question, answer the question, cite evidence, and explain how the evidence supports their answers. In addition to R.A.C.E for writing, development was on the best implementation of Open Strategy Share (Math) using Eureka math and State IAB assessments, and the third and final focus area was ELD QTEL strategies to support long-term English Language Learners in reclassification.

During the 2025-2026 school year, Kagan, Write from the Beginning, Open Strategy Share (Math), and Positive Behavior Intervention Systems (PBIS) have been our focus. As a school that promotes high academic achievement, we believe teacher delivery practices must enforce content accessibility for students as well as high student engagement. Hence, we ensure teachers' professional development is in the area of content accessibility through best practices for delivery. Students are given repeated exposure to content with whole-group and small group instruction. Every other Tuesday is dedicated to professional development in the aforementioned areas of content delivery and engagement. As well as other full-day trainings focused on these areas. Teachers are given the opportunity to work with an Instructional Coach to improve their best practices.

2024-2025 included a great deal of professional development for Social Emotional Learning as well. The ORC conducted a number of surveys with staff throughout the year for feedback. The ORC also presented on Social Emotional Learning at Staff Meetings. The staff was trained in PBIS as well. This year the students received a PBIS Kickoff assembly in August 2025, and one in February 2026 students had a PBIS refresher.

This year, 2025-2026, has been a year to continue to focus on the programs, resources, pacing, and planning that have proved successful for Lehigh. Lehigh's score is evidence that student performance is steadily increasing. Hence, we continue to focus on RACE and Write from the Beginning use the rubrics teachers created, Open Share Math Strategy, and facilitate student engagement through Kagan. However, we have also focused on analyzing the essential standards to support academic success. Teachers continue to use Priority Standards which keep teachers focused on the objective of each lesson and allow students to focus on the expected outcome for evidence of mastery. This professional development is ongoing throughout the year and teachers are given time to demonstrate best practices to one another as well as with the Instructional Coach.

This school year, we also have an Outreach Consultant who has supported the students' social, emotional, and behavioral success. She works closely with the mentor, School and Family Outreach assistant, Instructional Coach, and teachers to ensure social-emotional learning and lessons are taking place. She also takes care of all mental health and social-emotional referrals.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	22	22	22