

# Montera 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>	Montera Elementary School
<b>Street</b>	4825 Bandera Street
<b>City, State, Zip</b>	Montclair, CA., 91763
<b>Phone Number</b>	909-445-1062
<b>Principal</b>	Rudy Sandoval
<b>Email Address</b>	rudy.sandoval@omsd.net
<b>School Website</b>	<a href="https://www.omsd.net/Domain/27">https://www.omsd.net/Domain/27</a>
<b>Grade Span</b>	P-6
<b>County-District-School (CDS) Code</b>	3667819

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

## 2025-26 School Description and Mission Statement

Montera takes great pride in offering two distinctive educational programs: the Dual Language Immersion-Mandarin Classes and the Inclusion Classes. Pioneering the educational landscape in San Bernardino County, our Dual Immersion Mandarin program stands as the foremost initiative of its kind. Employing a 50/50 language model within a fun yet challenging learning environment, we purposefully guide our Montera Scholars to master grade-level standards, fostering biliteracy and bicultural proficiency in Mandarin and English.

Simultaneously, our Inclusion PK-2nd program orchestrates a supportive framework for student development through a robust collaboration between a General Education Teacher and an Educational Specialist. Embracing inclusionary practices and

## 2025-26 School Description and Mission Statement

sophisticated instructional strategies, we diligently cater to the diverse needs of each student.

At Montera Elementary, our diverse staff employs effective, research-based practices that increase student engagement. Our focus lies on data-driven strategies and instruction, and we take pride in fostering a collaborative community of empowered learners. Within this community, we emphasize cultivating values such as safety, responsibility, and respect while steadfastly nurturing a collective commitment to college, career, and life readiness on a global level. Go Montera Eagles!

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	103
Grade 1	84
Grade 2	77
Grade 3	77
Grade 4	84
Grade 5	71
Grade 6	68
<b>Total Enrollment</b>	<b>564</b>

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48
Male	52
American Indian or Alaska Native	0.5
Asian	15.4
Black or African American	3.7
Filipino	0.7
Hispanic or Latino	77.3
Two or More Races	1.4
White	0.9
English Learners	33
Foster Youth	0.4
Homeless	11.3
Socioeconomically Disadvantaged	87.9
Students with Disabilities	10.5

## **A. Conditions of Learning** **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 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>	27.6	87.34	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>	1	3.16	17.5	1.78	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	3.16	9.7	0.99	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	2	6.33	59.3	6.04	15831.9	5.67
<b>Total Teaching Positions</b>	31.6	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>	33	97.06	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>	1	2.94	18	1.87	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	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>	34	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>	31	88.57	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>	4	11.43	43.1	4.46	13705.8	4.91
<b>Total Teaching Positions</b>	35	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>	1.00	1	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	1	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>	1.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	1.00	0	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)	3.4	3.2	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

Montera school site consists of 16 permanent classrooms, the main office, a library, an intervention lab, and a multipurpose room attached to a serving kitchen where students are served breakfast and lunch. Montera has retained 20 portable classrooms, two of which house a morning and afternoon Preschool, a health and wellness office, and a dedicated music/service provider room. All classrooms have Internet access and are equipped with student computers. All teachers have a laptop computer and a network printer in their classroom. The school has laptop carts for all grades. There are no current or planned facility improvements.

Montera’s campus is fenced and secured. Access is granted to all students thirty minutes prior to and thirty minutes after school. After morning arrival, access to the campus is limited through the front office. All visitors must first be buzzed into a locked office to check in via the district’s Raptor System, where they will receive a printed badge that must be worn at all times while on campus. All Preschool parents must show their IDs at the designated PK gate before dropping their students off in the classroom, as the program requires sign-in and out daily.

Teachers and proctors supervise students on the playground during scheduled breaks throughout the school day. LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the school office. Two full-time and one part-time custodians implement the cleaning standards set by the district. The Head Custodian works with the Principal to develop a cleaning schedule that ensures a clean, safe environment that is kept in good repair. The report on this inspection was forwarded to the Superintendent of Schools. No corrections were required, as reflected elsewhere in this report.

## School Facility Conditions and Planned Improvements

Our Facility Inspection (FIT) was conducted on November 13, 2025. No extreme or good repair deficiencies were observed.

Year and month of the most recent FIT report

November 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			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	39	54	41	44	47	48
<b>Mathematics</b> (grades 3-8 and 11)	39	47	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	302	299	99.01	0.99	53.51
Female	150	148	98.67	1.33	50.68
Male	152	151	99.34	0.66	56.29
American Indian or Alaska Native	--	--	--	--	--
Asian	33	33	100.00	0.00	66.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	250	248	99.20	0.80	51.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	91	89	97.80	2.20	20.22
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	178	177	99.44	0.56	50.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	35	100.00	0.00	20.00

## 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>	302	299	99.01	0.99	47.49
<b>Female</b>	150	148	98.67	1.33	43.92
<b>Male</b>	152	151	99.34	0.66	50.99
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	33	33	100.00	0.00	78.79
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	250	248	99.20	0.80	43.95
<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>	91	90	98.90	1.10	20.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	178	176	98.88	1.12	46.02
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	35	35	100.00	0.00	20.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA 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)	14.29	24.64	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	69	69	100.00	0.00	24.64
Female	32	32	100.00	0.00	21.88
Male	37	37	100.00	0.00	27.03
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	61	61	100.00	0.00	22.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	23	23	100.00	0.00	4.35
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	37	100.00	0.00	27.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	9.09

### 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%	100.00%	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

Montera is dedicated to actively involving parents in their children's education through organized, ongoing, and timely engagement. Our open campus policy encourages parent volunteers in and outside the classroom. Annually, parents are invited to participate in decision-making through our governing board, School Site Council, and district advisory committees. The administration team holds three yearly meetings with parents of Title 1, English Language Learners, Special Education, Dual Immersion Program, and GATE students, fostering collaboration on school programs and activities to address unique needs within our learning community. This partnership is crucial for our continuous improvement in meeting diverse student needs.

Additionally, Montera emphasizes home-to-school connections through events such as Back to School Night, Open House, Coffee with the Principal, and parent conferences, ensuring parents stay informed about their child's progress, expectations, and available support. Family-focused events create opportunities for building lasting memories. Parent engagement extends to crucial meetings like Student Support Team, Student Attendance Review Team, and Individual Education Plan meetings, where collaborative strategies are devised to meet individual student needs. Montera parents play a central role in celebrating student success during the Student of the Month and Trimester Awards Assembly, where outstanding achievements are recognized and honored. For further details on parent involvement, please contact the front office at 909-445-1062.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	619	604	57	9.4
Female	304	298	27	9.1
Male	315	306	30	9.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	92	91	6	6.6
Black or African American	26	22	2	9.1
Filipino	--	--	--	--
Hispanic or Latino	478	468	47	10.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	222	219	18	8.2
Foster Youth	--	--	--	--
Homeless	91	88	10	11.4
Socioeconomically Disadvantaged	546	534	55	10.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	75	72	11	15.3

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
0.16	0.16	0.65	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	0.65	0.00
Female	0.33	0.00
Male	0.95	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	3.85	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.63	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	0.45	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.73	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.33	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

Montera Elementary places the utmost importance on ensuring the safety of our students. To achieve this goal, the School Site Council at Montera engages in an annual collaborative effort to develop a comprehensive School Safety Plan. This council comprises representatives from all key stakeholders, including parents, teachers, classified staff, and administration. The most recent adoption of the safety plan took place in December 2025.

Throughout the year, stakeholders actively review the Safety Plan during designated staff and parent meetings. This collective effort ensures that the entire learning community is well-informed and prepared for various safety scenarios. Additionally, the school staff conducts regular safety discussions and drills monthly.

To further enhance preparedness, students and staff engage in practice drills, including fire, earthquake, and lock-down exercises, held twice a month. Looking ahead, administrators, teachers, classified staff, and parents are collaboratively working on updating the Safety Plan. This plan encompasses crucial information such as emergency contact numbers, the location of emergency supplies, and detailed disaster preparedness procedures. The commitment to ongoing collaboration and proactive measures underscores our dedication to maintaining a secure and resilient educational environment at Montera Elementary.

## 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	16	6	1	0
1	16	5	0	0
2	17	4	1	0
3	14	4	1	0
4	23	0	3	0
5	24	0	3	0
6	22	0	3	0
Other	0	0	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	21	2	2	1
1	15	5	0	0
2	16	5	0	0
3	17	5	0	0
4	18	3	1	0
5	23	1	2	0
6	23	0	3	0
Other	0	0	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	15	5		
1	17	5		
2	15	5		
3	15	5		
4	21	2	2	
5	24	1	2	
6	23		3	

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	3

## 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
<b>School Site</b>	11,082	2865	8216	119,622
<b>District</b>	N/A	N/A	1463	\$110,380
<b>Percent Difference - School Site and District</b>	N/A	N/A	139.5	13.3
<b>State</b>	N/A	N/A	\$11,146	\$101,700
<b>Percent Difference - School Site and State</b>	N/A	N/A	-26.9	21.6

## Fiscal Year 2024-25 Types of Services Funded

Montera School allocates categorical funds to support staffing needs and programs specifically tailored for the underachieving student population. The school's Multi-Tiered System of Support Team (MTSS) orchestrates case management and Student Success Team (SST) meetings, addressing students either exceeding or struggling to meet grade-level standards. This team, comprised of students, parents, referring teachers, Outreach Consultant, and School Administrators, focuses on individual student needs, particularly in academics and behavior. The administrative staff actively monitors student progress through various assessments, coordinating the implementation of supplemental school programs to cater to both accelerating and underachieving students. Montera School boasts a dedicated team, including a full-time Curriculum Support/ Instructional Coach TOA, ELO-P TOA, Program Support TOA, Intervention TOA, ORC TOA, mentors, and instructional aides, collaborating with teachers to enhance student achievement. Students benefit from numerous intervention and enrichment opportunities provided during and after school hours, including small group sessions targeting identified needs. To address social-emotional needs, the Outreach Consultant along with their team comprised of a SFOA and mentors, offers services such as counseling, case management, basic needs, and housing resources.

On-site extracurricular activities cater to TK-6th-grade students, encompassing sports, academic tutoring, second language

## Fiscal Year 2024-25 Types of Services Funded

opportunities, music, Student Council, GATE club, and arts and crafts, offering diverse enrichment activities. Furthermore, Montera encourages student participation in district-sponsored events such as Robotics, Chess Tournament, Spelling Bee, Poetry Day, and Sports Tournaments. The school maintains a dedicated library with a part-time Library/Media Aide, providing students access to books and resources. Additionally, Montera collaborates with an afterschool program, extending services until six in the evening through a partnership with Middle Tree Afterschool Program (MTAP), ensuring a safe and enriching academic environment for all participating families.

## 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

Montara Elementary in Ontario-Montclair School District provides extensive opportunities for professional development. The OMSD Learning and Teaching Division provides professional development in all academic areas, visual and performing arts, social-emotional learning, positive behavior supports as well as the delivery of instruction. In addition, the district offers quality, ongoing professional development to all teachers by grade level, content area, and individual preference.

Montera's focus for professional development this year is on Professional Learning Community (PLC) to support the ongoing academic focus of effective instructional strategies, emphasizing common core readiness and writing, Write From the Beginning (WFTB) through gradual release using KAGAN strategies, learning targets, and depth of knowledge activities. Montera selected its professional development focus based on the district's vision and the most recent SBA and I-Ready Data. In addition, the staff meets three times a month on our Tuesday minimum day and by grade level in Professional Learning Communities to improve our professional practices.

Weekly feedback from the Principal and assistant principal and coaching opportunities by the site's instructional coach support teachers in the mastery of site initiatives and curriculum implementation and ensure all students master content standards.

Students from Kinder to sixth grade utilize Universal Access coring in English Language Arts class for 45 - 90 minutes daily. Additionally, we provide on-site professional development to our teachers on alternate Tuesdays. Paraprofessionals and non-instructional staff are provided training opportunities through the district office and the school site. We focus on understanding positive student interactions and emphasize positive reinforcement, safety, responsibility, and respect.

District-level professional development includes workshop sessions and classroom support for beginning teachers (BTSA), courses for teachers working towards their teaching credentials, support for veteran teachers through the Peer Assistance and Review program (PAR), technology training and classroom support, leadership development for administrators, compliance workshops, and a variety of job-specific and mandated training for classified employees. In addition, OMSD has several

## Professional Development

sustained initiatives, including MTTs, PBIS, UDL, ECRI, SEL, PLC, WFTB, and Restorative Practices.

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>	23	28	30