

# 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year) Input Sections

## Input Section 1: SARC Input Sections Overview

### SARC Overview

#### SARC Publishing Deadline

The SARC publishing deadline is 2/1/26.

#### SARC Input Form Sections

Use the **SARC Input Sections** to update SARC information that is not populated by DTS.

The information you enter in the SARC Input Sections will automatically update the full SARC.

Where available, the section header is linked to detailed guidance from CDE.

A full version of CDE's Data Elements Document can be downloaded by [clicking here](#). CDE's Data Elements Document was updated in September of 2024. We will update this section when the 2025 SARC Data Elements are released.

#### SARC PDF from DTS

Once your updates are complete, please notify your district's SARC Coordinator (or DTS if you are a Single School District). DTS will provide a PDF export of the SARC with data and initiate translations (if applicable). Additionally, Coordinators can now download all SARCs at once through the Coordinator Menu. Please see instructions below:

##### Downloading the SARCs for all sites:

1. Log into DTS.
2. Select the District account.
3. Click the "View Documents (All Locations)" link on the right side of the Coordinator Menu.
4. Press the "Export Documents" button on the left side of the screen.
5. Follow the prompts to complete the export request.

#### SARC Data from CDE

SARC data is typically released by CDE in December. DTS populates the data to your SARC as soon as it becomes available. DTS will email as soon as data is released and imported to your SARC.

Please refer to the "SARC Data Updated by LEA" and "CDE SARC Data Populated by DTS" areas of this section for clarification on how data is populated to your SARC.

#### SARC Submission to CDE

SARC Coordinators are required to register using [MyCDEConnect](#). You will want to register as a SARC Coordinator. Once registered, your Main Authorizer (Superintendent) will need to approve your account. Once approved, you can follow the directions below to submit your SARC URL.

- Access the school accounts main "School Accountability Report Card (SARC)" page.
- Click the chain button for "External link to SARC" directly under the school's name within the blue box
- Enter the full SARC URL, which will be the webpage that hosts your SARC documents on your district website.

## DTS SARC Support

<b>Update Data for Multiple Sites</b>	You can update data for multiple schools by clicking " <a href="#">Update Data - All Locations</a> " in your Coordinator Menu (Coordinators only).
<b>FIT Results</b>	<p>DTS will import FIT Results for one or all schools on your behalf. You may send your completed <a href="#">CDE MS Excel FIT</a> report to DTS by <a href="#">clicking here</a>. Only the MS Excel version of the CDE FIT Tool can be imported to DTS. Please ensure that the FIT Tool sheet names have not been removed, renamed or otherwise altered.</p> <p>When downloading, please note that you may need to "Keep" the file based on your browser settings.</p>
<b>PFT Results</b>	<p>LEAs are required to populate their own Physical Fitness Test Participation Percentages. We've created an import request spreadsheet to make it easy for you to provide the data to DTS. You can download the spreadsheet by <a href="#">clicking here</a>. Please provide one spreadsheet for all schools. You may send your results to DTS by <a href="#">clicking here</a>.</p> <p>When downloading, please note that you may need to "Keep" the file based on your browser settings.</p>
<b>DTS SARC Support</b>	Please feel free to contact the DTS Support Team by <a href="#">clicking here</a> .

## SARC Data

<b>SARC Data Updated by LEA</b>	<ul style="list-style-type: none"><li>• SARC Input Sections Overview</li><li>• School Information</li><li>• District Information</li><li>• School Overview</li><li>• Opportunities for Parental Involvement</li><li>• School Safety Plan</li><li>• School Facility Conditions and Planned Improvement</li><li>• Textbooks</li><li>• Expenditures per Pupil</li><li>• Types of Services Funded</li><li>• California Physical Fitness Test Participation</li><li>• Professional Development</li><li>• CTE (Grades 9-12 Only)</li></ul>
---------------------------------	--

**CDE SARC Data Populated by DTS**

- Student Enrollment by Grade Level
- Student Enrollment by Student Group
- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Percentage of Students Meeting or Exceeding the State Standard on CAASPP
- CAASPP Test Results in ELA by Student Group
- CAASPP Test Results in Math by Student Group
- CAASPP Test Results in Science for All Students
- CAASPP Test Results in Science by Student Group
- Career Technical Education Programs
- Course Enrollment/Completion
- Graduation Rate
- Dropout Rate
- Graduation Rate by Student Group
- Chronic Absenteeism by Student Group
- Suspensions and Expulsions
- Suspensions and Expulsions by Student Group
- Elementary Average Class Size and Class Size Distribution
- Secondary Average Class Size and Class Size Distribution
- Ratio of Pupils to Academic Counselor
- Student Support Services Staff
- Expenditures Per Pupil and School Site Teacher Salaries
- Teacher and Administrative Salaries
- Advanced Placement (AP) Courses

**Input Section 2: 2025-26 School Contact Information**

<b>School Name</b>	Online Academy
<b>Street</b>	1515 S Bon View
<b>City, State, Zip</b>	Ontario, CA 91761
<b>Phone Number</b>	(909) 930-6740
<b>Principal</b>	Arlene Rodriguez
<b>Email Address</b>	arlene.rodriguez@omsd.net
<b>School Website</b>	<a href="https://www.omsd.net/Onlineacademy">https://www.omsd.net/Onlineacademy</a>
<b>County-District-School (CDS) Code</b>	36-67819-0141416

**Input Section 3: 2025-26 District Contact Information**

**These fields should be reviewed and updated by the LEA/School. Provide current contact information.**

<b>District Name</b>	Ontario-Montclair School District
<b>Phone Number</b>	(909) 459-2500
<b>Superintendent</b>	Dr. James Q. Hammond

Email Address

info@omsd.net

District Website Address

<https://www.omsd.net>

#### Input Section 4: 2025-26 School Overview

**Use this space to provide information about the school, its program, and its goals.**

**This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.**

The OMSD Online Academy stands as the Ontario-Montclair School District's 33rd school, offering a specialized, tuition-free public education for students in Grades 1 through 8. Unlike traditional brick-and-mortar settings, the Academy leverages a sophisticated digital environment to bring the classroom to the student, ensuring that high-quality education is accessible from anywhere. Our mission is to empower students through rigorous and engaging online instruction. We are dedicated to nurturing critical & reflective thinkers, and effective collaborators as learners who use digital tools to work together across distances.

#### Input Section 5: 2025-26 Opportunities for Parental Involvement

**Use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement.**

**This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.**

The OMSD Online Academy complies with state and district requirements to ensure parental involvement is a main priority. Parents of our GATE, English Learner, and Student with Disability parents are invited to participate in District Parent Advisory meetings 4 times per year. During these meetings parents are offered relevant information related to special populations and are given an opportunity to ask questions and give input in topics that they would like to be presented. Reminders are sent through our communication app, ParentSquare, one week prior to the meeting and the day before the meeting. The flyers with all of the meeting dates for the school year are posted in the front office and on the site website for parents to access at any time. For more information parents are welcome to contact the front office at 909-930-6740.

School Site Council meetings are held in person and parents and staff were selected through a formal election process. The SSC is responsible for reviewing school data and determining how to spend school funds. Together the group reviews programs in place and monitors their progress for effectiveness. The SSC reviews the SPSA and Parent Compact annually to ensure that all students are given an equitable education and resources are distributed based on need.

#### Input Section 6: 2025-26 School Safety Plan

**This section should include information about the school's Comprehensive School Safety Plan (CSSP), including the dates on which the safety plan was last annually reviewed, updated, board approved and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field).**

**This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.**

The OMSD Online Academy worked with the following educational partners to create a Comprehensive School Safety Plan: Parents in a public meeting, School Site Council, and staff. The Plan was approved by our School Site Council and forwarded to the Ontario Police Department for review.

## Input Section 6: 2025-26 School Safety Plan

The School Safety Plan was last updated in November 2025. It was reviewed by staff in August of 2025. The School Safety Plan includes provisions for establishing a secure campus, including the requirement of visitor check-in through the main office (B-1), monitoring of the campus perimeter, common release procedures for all teachers, continuous monitoring for safety hazards throughout the campus. There is also a detailed listing of emergency procedures for fire, earthquake, and potential and actual campus intrusions and staff and students are trained at the beginning of the year, in addition to drills. Emergency provisions of water and sanitary kits and limited food are maintained in the staff kitchen (breakroom) and additional supplies of food, boxed water, batteries, and other important supplies are maintained in storage. OMSD Online Academy students work independently off site through Internet-based programs and are not on campus the majority of the school day. During their scheduled visits to campus, they are working directly with teachers or other site staff and are supervised accordingly.

The school safety plan is a public document and will be readily available for inspection at the school site and at the district office.

## Input Section 7: School Facility Conditions and Planned Improvements

**This field should be reviewed and updated by the LEA/School. Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).]. Please keep the narrative content to 2-3 paragraphs.**

The OMSD Online Academy provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. At the Hardy Center, the OMSD Online Academy has four designated classrooms where teachers are provided individual teaching pods to conduct their instruction. There is a staff lounge, workroom, and conference room that are shared with the other departments housed at the Hardy Center. The school facility offers fully functioning lighting, heating and cooling systems, and noise negation. There are 4 restrooms for staff use, along with a restroom in the main office for visitors. There are tables between the main office and classrooms for staff to take breaks, meet with colleagues, or conference in-person with parents. Wireless and/or network internet access is available in all buildings throughout the school. There are no current or planned facility improvements.

Administrators meet with the head custodian to discuss any maintenance, grounds, and/or cleaning issues. A routine cleaning schedule is in place. The head custodian maintains cleanliness on the grounds daily. At night, classrooms have trash emptied daily and are vacuumed every other day. Deep cleaning occurs during extended breaks and the summer months. The district takes great efforts to ensure that all schools are clean, safe and functional. Site and district maintenance and grounds staffs make sure that the work necessary to keep the school in good repair and aesthetically pleasing 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 floors, walls, and plumbing system are all in good shape.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district's Operations Department conducts an annual 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 a facility survey instrument developed by the State of California Office of Public School Construction 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.

During the most recent Facility Conditions Evaluation facilities and buildings, rooms, and grounds were found to be in Good condition with the site overall school rating listed as exemplary. The Facility Inspection Tool was used throughout a walk-through of our school. There were no extreme deficiencies found. The report on this inspection was forwarded to the Superintendent of Schools.

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

04-23-2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
------------------	-----------	-----------	-----------	---

## Input Section 7: School Facility Conditions and Planned Improvements

<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

**These fields should be reviewed and updated by the LEA/School. Please make sure they match your most recent facilities inspection ratings.**

Exemplary	Good	Fair	Poor
-----------	------	------	------

## Input Section 8: 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

**This field should be reviewed and updated by the LEA/School. The narrative field is optional, but the table data is required. Please keep the narrative content to 2-3 paragraphs.**

### Note:

**List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, and history-social science).**

**If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.**

<b>Year and month in which the data were collected</b>	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	0%

	6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016)	
<b>Mathematics</b>	<p>TK PreK On My Way (Scholastic) - Adopted 2022</p> <p>Not a state adoption, as the state does not adopt TK text books.</p> <p>K-8 - Eureka Math* (Great Minds)- Adopted 2015</p> <p>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.</p> <p>Integrated Math, High School Credit Course, Houghton Mifflin Harcourt,</p> <p>Integrated Math I, 2015 Adopted May, 2020</p>	0%
<b>Science</b>	<p>TK PreK On My Way (Scholastic) - Adopted 2022</p> <p>Not a state adoption, as the state does not adopt TK text books.</p> <p>K-5 California Inspire Science (McGraw Hill) - Adopted 2019</p> <p>6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019</p>	0%
<b>History-Social Science</b>	<p>K-5 Studies Weekly Adopted 2023</p> <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>	0%
<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>	0%

	Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.	
<b>Science Laboratory Equipment</b> (grades 9-12)		N/A

**Input Section 9: 2023-24 Expenditures Per Pupil and School Site Teacher Salaries**

**NOTE: The most recent data available from CDE is two years old; the 2023-24 year reference is correct. For comparison purposes, data for the same fiscal year is requested from the school.**

These fields will be populated by DTS with data provided by CDE as it becomes available:

- District Average Teacher Salary
- State Expenditures Per Pupil (Unrestricted)
- State Average Teacher Salary
- Percent Difference - School Site and District
- Percent Difference - School Site and State

The fields listed below should be reviewed and updated by the LEA/School:

- School Total Expenditures Per Pupil (School)
- School Expenditures Per Pupil (Restricted)
- School Expenditures Per Pupil (Unrestricted)
- School Average Teacher Salary (School)
- District Expenditures Per Pupil (Unrestricted)

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>	NA	NA	NA	NA
<b>District</b>	N/A	N/A		\$110,380
<b>Percent Difference - School Site and District</b>	N/A	N/A		
<b>State</b>	N/A	N/A	\$11,146	\$101,700
<b>Percent Difference - School Site and State</b>	N/A	N/A		

### Input Section 10: 2024-25 Types of Services Funded

This field should be reviewed and updated by the LEA/School. Use this space to provide specific information about the types of programs and services available at the school that support and assist students. Please keep the narrative content to 2-3 paragraphs.

We provide several opportunities to support students in meeting their academic goals. We also offer after school academic interventions and enrichment opportunities for students both in person and virtually. A full time ORC/Intervention teacher supports teachers to plan and implement a high-quality instructional program for all students along with targeted assistance for English Learners, Students with Disabilities and Socio-economically disadvantaged students. Administrators monitor the implementation of our programs for English Learners, Positive Behavior Intervention System and provides staff development for certificated and classified staff.

### Input Section 11: 2024-25 California Physical Fitness Test Percentage of Students Participating

This field should be reviewed and updated by the LEA/School.

Only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) should 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.

You may send your PFT Participation Percentages to DTS using the spreadsheet provided by [clicking here](#). You may send your results to DTS by [clicking here](#).

For multiple school updates, DTS Coordinators may update data for all schools using the [“Update Data – All Locations”](#) link in the Coordinator Menu. You can review an overview of the link by [clicking here](#).

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	92.30%	100.00%	100.00%	100.00%	100.00%
Grade 7	96.30%	96.30%	96.30%	96.30%	96.30%

### Input Section 12: Professional Development

This field should be reviewed and updated by the LEA/School. The narrative field is optional, but the table data is required. Please keep the narrative content to 2-3 paragraphs.

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	26	26	26

### Input Section 13: Career Technical Education Programs (Grades 9-12 Only)

**This section applies to schools serving grades 9-12 only.  
If your school does not serve grades 9-12, simply skip and leave this section blank.  
It will not be included in the full SARC.**

### 2024-25 Career Technical Education Programs

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

To complete this section, provide:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

**THE REMAINING SECTIONS ARE PROVIDED FOR REVIEW AND INCLUDE THE  
UPDATES FROM YOUR INPUT SECTIONS**

## Online Academy

**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/fq/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>	Online Academy
<b>Street</b>	1515 S Bon View
<b>City, State, Zip</b>	Ontario, CA 91761
<b>Phone Number</b>	(909) 930-6740
<b>Principal</b>	Arlene Rodriguez
<b>Email Address</b>	arlene.rodriguez@omsd.net
<b>School Website</b>	<a href="https://www.omsd.net/Onlineacademy">https://www.omsd.net/Onlineacademy</a>
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	36-67819-0141416

## 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

The OMSD Online Academy stands as the Ontario-Montclair School District's 33rd school, offering a specialized, tuition-free public education for students in Grades 1 through 8. Unlike traditional brick-and-mortar settings, the Academy leverages a sophisticated digital environment to bring the classroom to the student, ensuring that high-quality education is accessible from anywhere. Our mission is to empower students through rigorous and engaging online instruction. We are dedicated to nurturing critical & reflective thinkers, and effective collaborators as learners who use digital tools to work together across distances.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	8
Grade 1	13
Grade 2	13
Grade 3	11
Grade 4	15
Grade 5	12
Grade 6	10
Grade 7	24
Grade 8	19
<b>Total Enrollment</b>	<b>125</b>

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	56
Male	44
American Indian or Alaska Native	0.8
Asian	3.2
Black or African American	7.2
Hispanic or Latino	80
Native Hawaiian or Pacific Islander	0.8
Two or More Races	0.8
White	7.2
English Learners	14.4
Homeless	4.8
Socioeconomically Disadvantaged	92.8
Students with Disabilities	7.2

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

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)	12	85.71	891.1	92.2	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	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)	1	7.14	5.1	0.53	11746.9	4.23
Unknown/Incomplete/NA	1	7.14	46.2	4.79	14303.8	5.15
<b>Total Teaching Positions</b>	<b>14</b>	<b>100</b>	<b>966.6</b>	<b>100</b>	<b>277698</b>	<b>100</b>

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>	13	100	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>	0	0	43.1	4.46	13705.8	4.91
<b>Total Teaching Positions</b>	13	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	0
<b>Misassignments</b>		0	0
<b>Vacant Positions</b>		0	0
<b>Total Teachers Without Credentials and Misassignments</b>		0	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>		0	0
<b>Local Assignment Options</b>		1	0
<b>Total Out-of-Field Teachers</b>		1	0

## Class Assignments

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

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>	<p>K-5 Studies Weekly Adopted 2023</p> <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>	0%
<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

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

## School Facility Conditions and Planned Improvements

The OMSD Online Academy provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. At the Hardy Center, the OMSD Online Academy has four designated classrooms where teachers are provided individual teaching pods to conduct their instruction. There is a staff lounge, workroom, and conference room that are shared with the other departments housed at the Hardy Center. The school facility offers fully functioning lighting, heating and cooling systems, and noise negation. There are 4 restrooms for staff use, along with a restroom in the main office for visitors. There are tables between the main office and classrooms for staff to take breaks, meet with colleagues, or conference in-person with parents. Wireless and/or network internet access is available in all buildings throughout the school. There are no current or planned facility improvements.

Administrators meet with the head custodian to discuss any maintenance, grounds, and/or cleaning issues. A routine cleaning schedule is in place. The head custodian maintains cleanliness on the grounds daily. At night, classrooms have trash emptied daily and are vacuumed every other day. Deep cleaning occurs during extended breaks and the summer months. The district takes great efforts to ensure that all schools are clean, safe and functional. Site and district maintenance and grounds staffs make sure that the work necessary to keep the school in good repair and aesthetically pleasing are completed in a timely

## School Facility Conditions and Planned Improvements

manner . A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The floors, walls, and plumbing system are all in good shape.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district's Operations Department conducts an annual 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 a facility survey instrument developed by the State of California Office of Public School Construction 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.

During the most recent Facility Conditions Evaluation facilities and buildings, rooms, and grounds were found to be in Good condition with the site overall school rating listed as exemplary. The Facility Inspection Tool was used throughout a walk-through of our school. There were no extreme deficiencies found. The report on this inspection was forwarded to the Superintendent of Schools.

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

04-23-2025

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)	54	50	41	44	47	48
<b>Mathematics</b> (grades 3-8 and 11)	41	49	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
<b>All Students</b>	115	111	96.52	3.48	50.45
<b>Female</b>	64	62	96.88	3.12	56.45
<b>Male</b>	51	49	96.08	3.92	42.86
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	98	95	96.94	3.06	46.32
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	14	14	100.00	0.00	14.29
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	69	68	98.55	1.45	42.65
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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	114	110	96.49	3.51	49.09
Female	64	62	96.88	3.12	48.39
Male	50	48	96.00	4.00	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	97	94	96.91	3.09	48.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	13	13	100.00	0.00	38.46
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	68	67	98.53	1.47	50.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 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)	29.27	51.35	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	38	37	97.37	2.63	51.35
Female	21	20	95.24	4.76	55.00
Male	17	17	100.00	0.00	47.06
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	32	31	96.88	3.12	48.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	25	100.00	0.00	48.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2024-25 Career Technical Education Programs

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## 2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

## 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	92.30%	100.00%	100.00%	100.00%	100.00%
Grade 7	96.30%	96.30%	96.30%	96.30%	96.30%

## 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 OMSD Online Academy complies with state and district requirements to ensure parental involvement is a main priority. Parents of our GATE, English Learner, and Student with Disability parents are invited to participate in District Parent Advisory meetings 4 times per year. During these meetings parents are offered relevant information related to special populations and are given an opportunity to ask questions and give input in topics that they would like to be presented. Reminders are sent through our communication app, ParentSquare, one week prior to the meeting and the day before the meeting. The flyers with all of the meeting dates for the school year are posted in the front office and on the site website for parents to access at any time. For more information parents are welcome to contact the front office at 909-930-6740.

School Site Council meetings are held in person and parents and staff were selected through a formal election process. The SSC is responsible for reviewing school data and determining how to spend school funds. Together the group reviews programs in place and monitors their progress for effectiveness. The SSC reviews the SPSA and Parent Compact annually to

## 2025-26 Opportunities for Parental Involvement

ensure that all students are given an equitable education and resources are distributed based on need.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	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
Dropout Rate							8.2	8.9	8
Graduation Rate							86.2	86.4	87.5

## 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	188	160	5	3.1
Female	108	91	3	3.3
Male	80	69	2	2.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	13	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	155	131	4	3.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	32	27	0	0.0
Foster Youth	--	--	--	--
Homeless	14	11	1	9.1
Socioeconomically Disadvantaged	178	151	5	3.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

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	0	0	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	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	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

The OMSD Online Academy worked with the following educational partners to create a Comprehensive School Safety Plan: Parents in a public meeting, School Site Council, and staff. The Plan was approved by our School Site Council and forwarded to the Ontario Police Department for review.

The School Safety Plan was last updated in November 2025. It was reviewed by staff in August of 2025. The School Safety Plan includes provisions for establishing a secure campus, including the requirement of visitor check-in through the main office (B-1), monitoring of the campus perimeter, common release procedures for all teachers, continuous monitoring for safety hazards throughout the campus. There is also a detailed listing of emergency procedures for fire, earthquake, and potential and actual campus intrusions and staff and students are trained at the beginning of the year, in addition to drills. Emergency provisions of water and sanitary kits and limited food are maintained in the staff kitchen (breakroom) and additional supplies of food, boxed water, batteries, and other important supplies are maintained in storage. OMSD Online Academy students work independently off site through Internet-based programs and are not on campus the majority of the school day. During their scheduled visits to campus, they are working directly with teachers or other site staff and are supervised accordingly.

The school safety plan is a public document and will be readily available for inspection at the school site and at the district office.

## 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
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

### 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	15	1	0	0
1	14	1	0	0
2	11	1	0	0
3	14	1	0	0
4	14	1	0	0
5	15	1	0	0
6	4	5	0	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	7	1		
Other	25		3	

### 2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2024-25 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science	24		1	
Social Science	24		1	

## 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	1.2

## 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	NA	NA	NA	NA
District	N/A	N/A		\$110,380
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A		

## Fiscal Year 2024-25 Types of Services Funded

We provide several opportunities to support students in meeting their academic goals. We also offer after school academic interventions and enrichment opportunities for students both in person and virtually. A full time ORC/Intervention teacher supports teachers to plan and implement a high-quality instructional program for all students along with targeted assistance for English Learners, Students with Disabilities and Socio-economically disadvantaged students. Administrators monitor the implementation of our programs for English Learners, Positive Behavior Intervention System and provides staff development for certificated and classified staff.

## 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%

## 2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b>	0

Where there are student course enrollments of at least one student.

## Professional Development

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	26	26	26

