

School Description

Michael D'Arcy Elementary School is located in the southwestern region of Fontana and serves students in grades transitional kindergarten through six following a traditional calendar. At the beginning of the 2021-22 school year, 548 students were enrolled, including 15.1% in special education, 18.1% qualifying for English Language Learner support, and 57.5% qualifying for free or reduced price lunch.



CAASPP Test Results in ELA by Student Group (2021-22)				
Student Groups	Total Enrollment	# Tested	% Tested	Percent % Not Tested

CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropout & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, the school marquee, the school website, Facebook, Twitter, Instagram, Class DoJo, and Q-Communication (automated telephone message delivery system). Contact the school office at (909) 580-5018 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Field Trip Chaperone
Library Helper
Office Helper

Committees

English Learner Advisory Council
School Site Council

School Activities

Back to School Night
Parent Nights
PBIS Activities

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision.

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal and noon supervisors are strategically assigned to designated entrance areas and the playground. During recess, teachers supervise playground activity. Noon supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal and teachers monitor student behavior to ensure a safe and orderly departure. Michael D'Arcy Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Michael D'Arcy Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in February 2022.

Classroom Environment

Discipline & Climate for Learning

Michael D'Arcy Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	19-20	20-21	21-22
	School		
% Students Suspended	0.0	0.7	
% Students Expelled	0.0	0.0	
	District		
% Students Suspended	0.0	5.3	
% Students Expelled	0.0	0.1	
	State		
% Students Suspended	0.2	2.5	3.2
% Students Expelled	0.0	0.1	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic

Suspensions and Expulsions by Student Group (2021-22)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.7	0.0
Female	0.3	0.0
Male	1.1	0.0
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African-Amer.	1.3	0.0
Filipino	0.0	0.0
Hisp. or Latino	0.7	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	0.8	0.0
Foster Youth	6.7	0.0
Homeless	0.0	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	0.8	0.0
Students with Disabilities	1.8	0.0

Class Size

The Class Size Distribution table in this report illustrates the distribution of

Pupil Engagement

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Michael D'Arcy Elementary School for the 2021-22 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism By Student Group (2021-22)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	691	625	220	35.2
Female	328	292	96	32.9
Male	363	333	124	37.2
Amer. Indian or Alaska Native	1	1	0	0.0
Asian	10	10	4	40.0
Black or African-Amer.	79	73	23	31.5
Filipino	5	4	1	25.0
Hisp. or Latino	571	513	179	34.9
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	6	6	4	66.7
White	18	17	9	52.9
English Learners	132	117	41	35.0
Foster Youth	15	11	1	9.1
Homeless	39	33	17	51.5
Students Receiving Migrant Ed. Services	0	0	0	0.0
Socioeconomically Disadvantaged	520	469	188	40.1
Students with Disabilities	114	109	51	46.8

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Michael D'Arcy Elementary School revolve around the California State Content Standards and Frameworks. During the 2021-22 school year, Michael D'Arcy Elementary School held staff development training devoted to:

- English Language Development (ELD)
- Positive Behavioral Interventions and Supports (PBIS)
- Mathematics
- Safety
- Technology Training

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine



