

Oaks Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Oaks Middle School
Street	1221 South Oaks Avenue
City, State, Zip	Ontario
Phone Number	909-988-2050
Principal	Dr. D. Foley
Email Address	foley@omsd.net
Website	omsd.net/Oaks
County-District-School (CDS) Code	3667819-6113476

Entity	Contact Information
District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
Website	https://www.omsd.net

Oaks Mission Statement

The Mission of Oaks Middle School is to close the achievement gap by providing every student a complete comprehensive education that prepares them for future learning and success in a global society.

PBIS (Positive Behavior Intervention System) Purpose Statement

Oaks Middle School is a community of safe, respectful, and responsible citizens. Together, we teach, model and monitor positive relationships, demonstrate mutual respect and personal responsibility in order to create a productive and healthy learning community.

Welcome to Oaks Middle School and the 2019-2020 school year. I am Dr. Foley, the proud principal of Oaks Middle School. Oaks Middle school is one of six middle school in the Ontario-Montclair School District-located in San Bernardino County, CA. Oaks Middle School opened its doors in the Fall of 1996. Our current student population is approximately 808 students. I have the great privilege of working with amazingly talented students who continue to reach and exceed our high expectations. Our staff members are dedicated and highly qualified professionals actively engaged in their life-long learning. Our parents and guardians are supportive and take an active role in their child's education. Our students, staff and parents make Oaks Middle School a superb place to learn, work, and visit.

Oaks Middle School is an AVID (Advancement Via Individual Determination) National Demonstration School, an AVID Site of Distinction and recently was rewarded the AVID Site Team Advocacy award – one of five AVID schools chosen in the State of California. Oaks Middle School has been awarded the PBIS Platinum award-one of only seven PBIS schools selected to receive the Platinum award for the County of San Bernardino. One of the benefits of being an AVID National Demonstration school is having the opportunity to share the wonderful accomplishments of our students and staff members to visiting educators from the Western region. As we walk the campus with our guests, they often share insightful educational practices that are highly successful at their sites. Explicit feedback and fresh ideas keep our campus vibrant – which leads to continuous improvement through collaboration. We take tremendous pride in our Interactive Notebooks, Collaborative Study Groups and continuous infusion of technology in our classes.

Our mission is to prepare our students for college readiness. AVID school-wide plays a key role in preparing our students to be successful in high school, college and in their future careers. Students from Oaks Middle School have attended some of the top colleges and universities in the nation.

Currently, our AVID School-wide College Readiness program supports 9 sections (roughly 30% of our students) and we are striving to ensure that AVID's WICOR strategies are utilized school-wide. Please, let me ask you... Is your child's binder organized? Pick it up, turn it upside down and give it a shake. Did anything fall out?

I enjoy sharing two slogans with our students that have proven to be beneficial in my life. They are: "Hard Work Pays Off" and "Never, Never, Never Give Up." Here are a few examples of how hard work has paid off: Our Eagle Pride Marching Band and Auxiliaries have been in competition for over 20 years and have received numerous awards. Our Dance Teams won a National Championship last year and have qualified to attend Nationals this year. Our girls and boys basketball teams both won our District's Basketball Championships. A significant portion of our students have been identified as Gifted and Talented. Our technology classes and chess teams have earned top honors. We have winning sports teams, an amazing Choir and continuously celebrate our students' and staffs' successes with rallies and awards. If you would like a tour of Oaks Middle School please email me at Foley@omsd.net.

Sincerely,

Dr. Foley Principal Oaks Middle School

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	406
Grade 8	414
Total Enrollment	820

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.7
Asian	3.5
Filipino	0.9
Hispanic or Latino	86.8
Native Hawaiian or Pacific Islander	0.4
White	3.4
Two or More Races	2.1
Socioeconomically Disadvantaged	85
English Learners	10.5
Students with Disabilities	12.3
Foster Youth	0.5
Homeless	5.1

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	40	37	37	963
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	3	3	2	9

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 *Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	Yes	0%
Mathematics	TK-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program 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. *TK mathematics materials are from the most recent state adoption.	No	0%
Science	6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	Yes	0%
History-Social Science	6-8 My World Interactive (Pearson) - Adopted 2018	Yes	0%
Foreign Language	7-8 Tu Mundo (McDougal Littell) - Adopted 2002 7-8 Realidades (Pearson/Prentice Hall) - Adopted 2004	Yes	0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008 6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The school opened its doors in 1996. The school has 36 classrooms with some being portables. It has a multipurpose room, library and an administration building. The campus had solar panels installed in the 17-18 school year. During the 2017-18 school year, a school local bond measure passed, Measure K, and new fencing was installed around the perimeter of the school. At the end of the 2017-2018, the campus had the security cameras replaced and additional cameras installed. Currently there are no additional construction projects on campus.

The 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. Oaks' Facility Inspection Tool visit occurred on December 3, 2018. The purpose of the visit is to ensure that facilities are safe for pupils and staff. It also determines the safety, cleanliness, and adequacy of the school facilities.

The overall rating of the school was Good; The school is in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or in the process of being mitigated.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 12/3/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	B2: Remove and reroute data cable passing through ceiling tile Office F33: Replace broken ceiling tile Rm F32: flooring needs repair or replacement Storage F32: flooring needs repair or replacement P39: Secure or replace threshold at door P35: Adjust ceiling tile on N/E corner
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	RM-E04: Ladder blocking electrical panel Custodian Rm: Items stored on and behind ladder to roof hatch Storage Rm F16: Clean Room Mechanical Rm F: Clean room and remove debris Audiovisual Rm: needs to be cleaned Studio Rm: needs to be cleaned Storage Rm G17: items blocking electrical panel
Electrical: Electrical	Good	Girls PE: Lights are out B4 custodial storage: Lights out Storage Rm NW: Lights not working B5: Lighting not working Custodian Rm: lamp out Rm B9: Lighting not working Rm F34: Remove orange extension cord going into ceiling at N/W corner of room. Storage F33: Lighting not working Storage Rm F16: replace missing receptacle cover Mechanical Rm F: lighting not working Audiovisual Rm: Lights not working Studio Rm: replace missing receptacle cover Studio Rm: Lights not working Storage Rm G17: repair lighting P35: remove security pad no longer in use
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	Patch and paint lower portion of east and west walls Rm B8: Touch up paint where TV and old smart board were located Audiovisual Rm: Fire extinguisher needs to be mounted counselors office: replace formica on swing gate in hall P39: Fire extinguisher not signed off P41: Fire extinguisher not signed off P41: Patch hole in door and paint
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	B1/B2 Storage RM: reconnect door closers Health office RR: repair loose door closer on door P37: Door doesn't close properly
Overall Rating	Good	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	46	48	43	44	50	50
Mathematics (grades 3-8 and 11)	27	31	31	36	38	39

Note: Percentages are not calculated 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.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	820	815	99.39	0.61	47.54
Male	417	414	99.28	0.72	40.92
Female	403	401	99.50	0.50	54.36
Black or African American	22	22	100.00	0.00	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	82.76
Filipino	--	--	--	--	--
Hispanic or Latino	709	704	99.29	0.71	45.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	29	29	100.00	0.00	44.83

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	17	17	100.00	0.00	52.94
Socioeconomically Disadvantaged	707	702	99.29	0.71	45.08
English Learners	284	284	100.00	0.00	24.38
Students with Disabilities	100	99	99.00	1.00	15.31
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	43	40	93.02	6.98	45.00

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	823	818	99.39	0.61	31.17
Male	418	415	99.28	0.72	29.16
Female	405	403	99.51	0.49	33.25
Black or African American	22	22	100.00	0.00	22.73
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	68.97
Filipino	--	--	--	--	--
Hispanic or Latino	712	707	99.30	0.70	29.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	29	29	100.00	0.00	34.48
Two or More Races	17	17	100.00	0.00	35.29
Socioeconomically Disadvantaged	709	704	99.29	0.71	29.26
English Learners	286	286	100.00	0.00	11.89
Students with Disabilities	100	99	99.00	1.00	9.09
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	43	40	93.02	6.98	32.50

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	20.2	18.7	31.4

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Oaks Middle School understands the important role parents and guardians play in their child's education, therefore many opportunities for parental involvement exist, including:

- School Site Council (SSC)
- School English Learner Parent Advisory Council (SELPAC)
- District English Learners Parent Advisory Council (DELPAC)
- District Parent Advisory Committee (DPAC)
- District English Learners Parent Advisory Committee (DELPAC)
- GATE & District GATE Parent Advisory Committee
- Parent Leadership Conference
- Student Success Team (SST)
- Back to School Night
- Open House Night
- Student-Led Parent Conferences
- Coffee with the Principal
- PBIS and AVID Parent Meetings
- Band Boosters
- Administration Open Door Policy

We encourage our parents and guardians to contact our school site to inquire about additional opportunities for school and community involvement. Contact Person: Celeste Messina, Counselor at (909) 988-2050. In addition, Oaks' Administration has an open door policy, we look forward to meeting with our families.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.3	3.6	6.4	2.5	2.4	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Safety of students and staff is a primary concern of Oaks Middle School. The school complies with laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, and lock-down drills are conducted on a monthly basis. This plan is reviewed with the staff at the beginning of every school year and updated as needed. We share key safety tips with our staff once a month. Oaks Middle School has a Campus Safety Officer on campus to support staff, students and parents. Oaks' student are required to wear school uniforms. Students enter through one entrance. As our student enter our campus, they demonstrate their preparedness by showing us their organized binder as they enter our campus.

Oaks Middle School is a closed campus. All visitors must check-in at the school office and wear a highly visible badge while on school grounds. During lunch, between periods, and before/after school, staff members supervise students to ensure a safe and orderly environment. Oaks Middle School implements the Safe and Civil Schools program, which is designed to create uniformity in standards and procedures to promote a safe and secure school climate. Oaks Middle school also implements the PBIS (Positive Behavior Intervention System) that supports a safe school climate and positive student behavior.

Our Comprehensive School Safety Plan, developed by the Health and Family Services Team in collaboration with Ontario-Montclair school district during the 20172018 school year outlines procedures, evacuation routes, emergency supplies, and the designation of duties for all staff members. Special training has been provided to staff members in the areas of search and rescue as well as triage. Additionally, each classroom is equipped with an emergency backpack, the contents of which were updated and reviewed by the staff in the Fall of 2018. The safety plan is updated annually.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	25	13	26	5	26	8	26	6	27	6	21	8
Mathematics	27	4	23	5	28	3	23	5	27	4	19	7
Science	27	4	23	5	28	4	21	6	28	3	19	7
Social Science	27	4	24	4	28	5	22	4	28	3	21	5

*Number of classes indicates how many classrooms 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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	820.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	

Title	Number of FTE* Assigned to School
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8075.66	1336.95	6738.70	119,101.91
District	N/A	N/A	1497.40	\$87,821.00
Percent Difference - School Site and District	N/A	N/A	127.3	30.2
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-10.8	36.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Our funds service our students needs. Currently at Oaks we have the following:

- Data/instructional TOA
- Extended Learning programs (school developed and “Think Together”)
- I-Lit (intervention)
- Coding (before and after school)
- Intervention (after school and during school)
- PBIS Technology
- Zero period to allow for a second elective.
- Campus Safety Officer

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,733	\$45,741
Mid-Range Teacher Salary	\$83,119	\$81,840
Highest Teacher Salary	\$100,254	\$102,065
Average Principal Salary (Elementary)	\$132,145	\$129,221
Average Principal Salary (Middle)	\$134,622	\$132,874
Average Principal Salary (High)	\$0	\$128,660

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$289,542	\$224,581
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	6

The Ontario-Montclair School District offers research-based, on-going professional development for certificated, classified and management employees aligned with the district’s long-term goals. Professional development (PD) is designed to help employees enhance their knowledge and develop needed skills to provide quality services in order to maximize student learning and achievement. Professional development courses and programs are developed and coordinated through the Teaching and Learning Department as well as at each school site. The focus of all professional development is based on the instructional and management priorities outlined in the goals and objectives of our strategic and school improvement plans. In addition, SB 472, and other grant monies allow the Professional Development Department to provide training in the curricular areas of Reading/Language Arts, Science, Social Studies and Math to all teachers and administrators throughout the district.

Professional development at the site and district levels address the core curriculum, instructional strategies, standards-based instruction, and classroom management driven by student assessment data. In addition, the district level professional development includes workshop sessions and classroom support for beginning teachers (BTSA), technology training, leadership development for administrators, compliance related workshops and a variety of job-specific and mandated training for classified employees. Coaches/TOA's are trained by the district to provide ongoing support at each site to ensure implementation of curriculum in each classroom. Following each benchmark assessment, department teams participate in the Professional Learning Communities (PLC) process. During the PLC process, teachers analyze the results of the most recent common assessments, discuss strategies to re-teach concepts that need additional support by a majority of the students, and develop implementation plans to re-teach the concepts. Additionally, training may take place during these designated times. Furthermore, numerous opportunities exist for involvement in outside conferences and in-services that provide staff development in the area of student achievement, such as the Advancement Via Individual Determination (AVID), Positive Behavior Intervention Support (PBIS), and Next Generation Science Standards an (NGSS).

ILTM Meetings are held on a monthly basis for the Management team to provide information that supports professional development at the site.

Oaks Middle School provides additional PD to our staff. Staff members receive training on the first, third, and fourth Tuesday of each month. PD topics include but are not limited to: R.A.C.E, WICOR, Reading Strategies, iLit, Constructive Response, Focus Note-taking, Interactive Notebooks and EL Strategies. Teachers are assigned planning days so they can meet in PLCs and common preps for additional planning and training. Three times a school year, ELA and math teams are given the opportunity.