Oaks Middle School
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

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

2021-22 District Contact Information

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

2021-22 School Overview

Welcome to Oaks Middle School! Oaks Middle School is one of six middle schools in the Ontario Montclair School district located in San Bernardino County, CA. Oaks Middle School opened its doors in the Fall of 1996 and currently serves approximately 800 students in grades 7-8. At Oaks Middle School, we strive to ensure that every student has a safe, positive, and academically rich school experience. Our school-wide focus areas include: (1) Providing high-quality instruction that will prepare students for success in a global society, (2) Fostering health and wellness in a safe and positive environment, and (3) Promoting a college-bound and career-driven culture. Our staff members are highly qualified and dedicated to the achievement of ALL students. The Mission of Oaks Middle School is to close the achievement gap by providing every student with a complete comprehensive education that prepares them for future learning and success in a global society.

Oaks Middle School is an AVID (Advancement Via Individual Determination) National Demonstration School, an AVID Site of Distinction, and was awarded the AVID Site Team Advocacy award. We strive to ensure that AVID strategies are utilized school-wide. Our school-wide AVID College readiness program plays a key role in preparing our students to be successful in high school, college, and in their future careers. Oaks Middle School is a PBIS (Positive Behavior Intervention and Supports) school and has achieved Gold and Platinum recognition for our efforts to create a safe and positive learning culture for students, staff, and families. Through PBIS, Oaks Middle School has taken many steps to develop a positive school climate that promotes respect for diversity, social responsibility, and effective interpersonal and communication skills. Oaks Middle school is a community of safe, respectful, and responsible learners.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	409
Grade 8	389
Total Enrollment	798

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
American Indian or Alaska Native	0.8
Asian	3.9
Black or African American	3.4
Filipino	1
Hispanic or Latino	84.7
Native Hawaiian or Pacific Islander	0.5
Two or More Races	2
White	3.8
English Learners	12.5
Foster Youth	0.9
Homeless	4.1
Socioeconomically Disadvantaged	90.2
Students with Disabilities	14.5

A. Conditions of Learning

State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the 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 local adoption. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020	No	0%
Science	6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	Yes	0%
History-Social Science	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-5 California Vistas (Macmillan/McGraw-Hill) - Adopted 2006* 6-8 My World Interactive (Pearson) - Adopted 2018 *K-5 History/Social Science materials are not from the most recent state adoption; however, the district has determined through local review that the materials are still aligned to current state standards.	Yes	0%
Foreign Language	*Spanish II S, High School Credit Course, Vista, Imagina, 4th Edition, adopted May 2020 - *Not from the most recent state adoption. Spanish for Native Speakers, McDougal Littel, Tu Mundo, 2008, adopted July 2008 Beginning Spanish, Prentice Hall, Realidades, 2008, adopted July 2008	Yes	0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%
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

The school opened it 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, school local bond measure passed, Measure K, and new fencing was installed around the perimeter of the school. At the end of 2017-2018, the campus had the security cameras replaced and additional cameras installed. Currently, there are no additional construction projects on campus.

School Facility Conditions and Planned Improvements

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 purpose of the Inspection/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 next FIT inspection is scheduled for March 29, 2022.

Year and month of the most recent FIT report	4/27/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Building D - Kitchen - Repair exhaust fan and thermostat in the main electrical room.
Interior: Interior Surfaces	X			Building F- Room F34 - Repair cove base on the west wall.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No Repairs or Actions Needed.
Electrical	X			Building D - Room D22 - Light diffuser missing at N/E corner of Room D22 Building F - Storage Room - Replace missing diffuser Building F - Room F31 - Replace broken light diffuser in the N/W corner of Room F31
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No Repairs or Actions Needed.
Safety: Fire Safety, Hazardous Materials	X			Building D - Room D22 - No Fire Extinguisher in Room D22
Structural: Structural Damage, Roofs	X			No Repairs or Actions Needed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Building F - Room F33 - Replace Door Sweep Principal's Office - Repair/Replace weather strip on interior door Health Office - Repair loose door closer.

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).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	797	NT	NT	NT	NT
Female	388	NT	NT	NT	NT
Male	409	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	32	NT	NT	NT	NT
Black or African American	27	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	673	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	18	NT	NT	NT	NT
White	31	NT	NT	NT	NT
English Learners	97	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	106	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	719	NT	NT	NT	NT

Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	118	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	797	NT	NT	NT	NT
Female	388	NT	NT	NT	NT
Male	409	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	32	NT	NT	NT	NT
Black or African American	27	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	673	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	18	NT	NT	NT	NT
White	31	NT	NT	NT	NT
English Learners	97	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	106	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	719	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	118	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
All Students	784	712	90.85%	9.18%	48.09%
Female	381	350	91.86%	8.14%	58.79%

Male	403	362	89.83%	10.17%	37.97%
American Indian or Alaska Native	6	5	83.33%	16.67%	16.67%
Asian	35	34	97.14%	2.86%	100.00%
Black or African American	31	29	93.55%	6.45%	0.00%
Filipino	7	7	100.00%	0.00%	0.00%
Hispanic or Latino	663	598	90.20%	9.80%	46.15%
Native Hawaiian or Pacific Islander	4	4	100.00%	0.00%	
Two or More Races	0	0	0	0	
White	38	35	92.11%	7.89%	57.89%
English Learners	92	82	89.13%	10.87%	10.00%
Foster Youth	4	4	100.00%	0.00%	
Homeless	51	47	92.16	784.00%	52.94%
Military	0	0	0	0	N/A
Socioeconomically Disadvantaged	784	712	90.82%	9.18%	48.09%
Students Receiving Migrant Education Services	0	0	0	0	N/A
Students with Disabilities	114	105	92.11%	7.89%	15.79%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
All Students	788	766	97.21%	2.79%	64.32%
Female	384	373	97.14%	2.86%	39.32%
Male	404	393	97.28%	2.72%	25.00%
American Indian or Alaska Native	6	6	100%	0.00%	
Asian	35	35	100.00%	0.00%	100.00%
Black or African American	31	31	100.00%	0.00%	0.00%
Filipino	7	7	100.00%	0.00%	0.00%
Hispanic or Latino	667	646	96.85%	3.15%	29.99%
Native Hawaiian or Pacific Islander	4	4	100.00%	0.00%	
Two or More Races	0	0	0	0	0
White	38	37	97.37%	2.63%	34.21%
English Learners	94	92	97.87%	2.13%	0.00%
Foster Youth	4	4	100%	0.00%	
Homeless	52	50	96.15%	3.85%	0.00%

Military	0	0	0	0	na
Socioeconomically Disadvantaged	788	766	97.21%	2.79%	31.98%
Students Receiving Migrant Education Services	0	0	0	0	na
Students with Disabilities	116	113	97.41%	2.59%	10.34%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	387	NT	NT	NT	NT
Female	197	NT	NT	NT	NT
Male	190	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	14	NT	NT	NT	NT
Black or African American	11	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	331	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	14	NT	NT	NT	NT
English Learners	42	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	40	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	355	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Oaks Middle School understands the important role parents and guardians play in their child's education. At Oaks Middle School we believe that parents, school staff, and communities working together will create meaningful partnerships that lead to gains in student achievement. A variety of opportunities are made available for meaningful parent involvement. These opportunities include School Site Council (SSC), School /District English Learner Parent Advisory Council (SELPAC)/(DELPAC), District Parent Advisory Committee (DPAC), GATE & District GATE Parent Advisory Committee, Students with Disabilities Parent Advisory Committee, District Parent Leadership Conference, Back to School Night, Open House Night, Student-Led Conferences, Coffee with the Principal, PBIS and AVID Parent Meetings, and Band Booster Club. Several family/community events are offered each year including Sporting Events, Music/Band Concerts, etc.

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. At Oaks Middle School, we want our parents to feel welcomed and supported.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	822	815	91	11.2
Female	398	395	36	9.1
Male	424	420	55	13.1
American Indian or Alaska Native	6	6	1	16.7
Asian	32	32	1	3.1
Black or African American	27	27	2	7.4
Filipino	8	8	0	0.0
Hispanic or Latino	695	688	76	11.0
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	16	16	1	6.3
White	34	34	9	26.5
English Learners	110	108	17	15.7
Foster Youth	7	7	1	14.3
Homeless	55	54	5	9.3
Socioeconomically Disadvantaged	745	739	84	11.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	121	121	10	8.3

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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 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.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	6.41	0.12	2.98	0.03	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.21	1.64	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.12	0.00
Female	0.25	0.00
Male	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	0.14	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	0.91	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

2021-22 School Safety Plan

Oaks Middle School is committed to providing a safe, orderly school environment that is conducive to learning. The safety of our students and staff is a top priority. Oaks Middle School conducts the following safety and security drills throughout the school year: Fire Drills (Four (4) per year), Earthquake Drills Two (2) per year, Lockdown/Active Shooter Drills Two (2) per year, and AED drills Two (2) per year. Site feedback is gathered and documented in the form of a drill log after every drill to identify areas of strength and areas of our safety procedures that need improvement. Additionally, each classroom is equipped with an emergency backpack, the contents of which were updated and reviewed by staff in the Fall of 2021.

Students are regularly supervised before, after, and during school hours by staff and administration. We greet all of the students in the morning and they are required to enter through one main entrance. During the day, all main gates are locked and students are required to enter through one entrance that leads to our main office. Our Campus Safety Officer regularly checks all gates, hallways, and restrooms throughout the day. He also provides supervision before school, during passing periods, class periods, lunches, after school, and special events. All visitors must sign in at the front office using the Raptor system and wear a visitor's identification tag if moving to any other area of Oaks' campus.

Our site disaster preparedness teams meet annually to review their roles, and to address any concerns. The School Safety Plan is reviewed and updated each school year. Areas of this plan are discussed during staff meetings in August and throughout the school calendar year in committees. Procedures for safety and disaster planning are reviewed with the staff annually at a staff meeting prior to the opening of school each year. The plan was last reviewed with staff in August of 2021. Our Comprehensive School Safety Plan is reviewed annually by the School Site Council (SSC). SSC last reviewed and approved the plan in February of 2021. . At Oaks middle school we take the time to

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	27	6	21	8
Mathematics	27	4	19	7
Science	28	3	19	7
Social Science	28	3	21	5

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	28	4	20	8
Mathematics	27	7	21	6
Science	30	2	19	6
Social Science	30	2	19	6

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	24	9	26	2
Mathematics	29	3	16	8
Science	29	2	15	10
Social Science	30	2	18	8

2020-21 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	798

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	8075.66	1336.95	6738.70	119,101.91
District	N/A	N/A	1497.40	$92,686
Percent Difference - School Site and District	N/A	N/A	127.3	24.9
State			$8,444	$85,863
Percent Difference - School Site and State	N/A	N/A	-22.5	32.4

2020-21 Types of Services Funded

Our School Site Council, Leadership Team, and our Parent Advisory committees (English Learner, GATE, and Students with Disabilities) work collaboratively to determine student needs and then prioritize the different categorical funds to provide the programs that will best benefit our student population. Services provided by these funds include a Data/Instructional Teacher On Assignment (TOA) to coordinate intervention services, provide instructional support, and assist with progress monitoring, Library Media Tech, Campus Security Officer, academic interventions before and after school, between the bell intervention (i-Lit) to support our English Language Learners, and providing zero period classes to allow students to take a second elective.

Our School Site Council and our Parent Advisory Committees monitor the school's expenditures throughout the year to ensure students are being served according to our strategic plan (School Plan for Student Achievement) and ensure that parents are being involved in all decision-making processes and communicated with on a regular basis.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$48,998	$52,060
Mid-Range Teacher Salary	$87,146	$84,043
Highest Teacher Salary	$105,113	$107,043
Average Principal Salary (Elementary)	$138,892	$133,582
Average Principal Salary (Middle)	$141,565	$138,803
Average Principal Salary (High)	$0	$133,845
Superintendent Salary	$319,095	$240,628
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

The Ontario-Montclair School District offers research-based, ongoing 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 the 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 and 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 addresses 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 the implementation of the 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. Staff members participate in professional development and/or Professional Learning Communities on the first and third Tuesday of each month. PD topics include but are not limited to WICOR, Reading Strategies, iLit, Constructive Response, Focus Note-taking, Interactive Notebooks, EL Strategies, Positive Behavior, and Social-Emotional Learning. . Teachers are assigned planning days so they can meet in PLCs, teachers also have common preps to allow for additional planning and training.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	6	12	12

Ontario-Montclair School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	12994	NT	NT	NT	NT
Female	6378	NT	NT	NT	NT
Male	6616	NT	NT	NT	NT
American Indian or Alaska Native	92	NT	NT	NT	NT
Asian	257	NT	NT	NT	NT
Black or African American	394	NT	NT	NT	NT
Filipino	81	NT	NT	NT	NT
Hispanic or Latino	11629	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	31	NT	NT	NT	NT
Two or More Races	140	NT	NT	NT	NT
White	370	NT	NT	NT	NT
English Learners	2756	NT	NT	NT	NT
Foster Youth	73	NT	NT	NT	NT
Homeless	2320	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11552	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1919	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	12994	NT	NT	NT	NT
Female	6378	NT	NT	NT	NT
Male	6616	NT	NT	NT	NT
American Indian or Alaska Native	92	NT	NT	NT	NT
Asian	257	NT	NT	NT	NT
Black or African American	394	NT	NT	NT	NT
Filipino	81	NT	NT	NT	NT
Hispanic or Latino	11629	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	31	NT	NT	NT	NT
Two or More Races	140	NT	NT	NT	NT
White	370	NT	NT		NT
English Learners	2756	NT	NT	NT	NT
Foster Youth	73	NT	NT	NT	NT
Homeless	2320	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11552	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1919	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.