

Oaks Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Oaks Middle School
Street	3815 Loyola Ct.
City, State, Zip	Chino
Phone Number	9098517043
Principal	Alissa Garcia
Email Address	alissa.garcia@omsd.net
School Website	omsd.net/Oaks
County-District-School (CDS) Code	California

2022-23 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

2022-23 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	409
Grade 8	425
Total Enrollment	834

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
American Indian or Alaska Native	0.6
Asian	3.6
Black or African American	3.5
Filipino	1.1
Hispanic or Latino	87.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.6
White	2.4
English Learners	13.4
Foster Youth	0.2
Homeless	6.4
Migrant	0.0
Socioeconomically Disadvantaged	82.6
Students with Disabilities	13.3

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

2020-21 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)	32.60	90.30	847.80	91.38	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.65	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.40	1.11	13.80	1.49	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	3.60	6.00	0.65	12115.80	4.41
Unknown	1.80	4.99	54.10	5.83	18854.30	6.86
Total Teaching Positions	36.10	100.00	927.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

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)						
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						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.40	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.30	
Total Out-of-Field Teachers	1.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.40	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

August 2022

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 PreK On My Way (Scholastic) - Adopted 2022 K-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020 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.	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	*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 Littell, Tu Mundo, 2008, adopted July 2008 Beginning Spanish, Vista Higher Learning, Senderos. Adopted 2022	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	No	0%
Science Laboratory Equipment (grades 9-12)	N/A		0%

School Facility Conditions and Planned Improvements

Oaks Middle School opened its doors in 1996. The school has 35 regular classrooms and 8 portable classrooms. It has a multipurpose room, library, and an administration building. During the 2017-18 school year, school local bond measure passed, Measure K, and new fencing was installed around the perimeter of the school. In addition, the campus had solar panels installed, the existing security cameras were replaced and additional cameras were installed at the end of the 17-18 school year. In the fall of 2022, New flooring, new tables and seating were installed in the Multi-purpose room. Currently, there are no additional planned construction projects on campus.

The Ontario Montclair School District 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 last FIT inspection was conducted on March 29, 2022. Oaks Middle School received an overall rating of 98.62%.

Year and month of the most recent FIT report

3/29/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Mechanical Room - Check exhaust fans
Interior: Interior Surfaces	X			Building F - Room F34 - Replace cover base and repair wall on west side Portables - Room P40 - Replace exterior skirting on west wall Portables - Room P37 - Patch south wall at doorway Building B - Room B7 - Carpet has ripples and needs repair/replacement
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Clean and organize room - Remove items on floor creating trip hazards Electrical Room - Remove and relocate COVID tests stored in room.
Electrical	X			Building D - Kitchen Electrical - Remove air filters stored in main electric room Studio Room - Install cover on 12" x 12" box on south wall Portables - Room P39 - Remove orange extension cord and replace with a long surge protector or west wall Storage Room - Replace light in room, secure light diffuser hanging down Building F - Room F33 - Secure light diffuser hanging down Mechanical Room - Replace room light and emergency light system in alarm
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Girls Restroom - Repair/replace hand dryer Building C - Room C17 - Repair hot water faucet
Safety: Fire Safety, Hazardous Materials	X			Audio-Visual Room - Remount fire extinguisher hook and install fire extinguisher Portables - Room P36 - Relocate the fire extinguisher hook Portables - Room P39 Replace siding and skirting Portables - Room P40 - Paint non skid on portable decks

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X		No repairs or actions need at this time.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Building B - Room B2 - Repair/replace door sweep Boys Restroom - Repair/replace door sweep Girls Restroom - Repair/replace door sweep Portables - Room P42 - Repair/replace door sweep Portables - Room P42 - Repair door to close properly Portables - Room P40 - Repair door to close properly Portables - Room P37 - Repair door to close properly

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	52	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	26	N/A	26	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	828	819	98.91	1.09	51.65
Female	413	410	99.27	0.73	59.02
Male	415	409	98.55	1.45	44.25
American Indian or Alaska Native	--	--	--	--	--
Asian	30	30	100.00	0.00	76.67
Black or African American	28	28	100.00	0.00	32.14
Filipino	--	--	--	--	--
Hispanic or Latino	719	710	98.75	1.25	51.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	50.00
White	21	21	100.00	0.00	47.62
English Learners	109	108	99.08	0.92	12.04
Foster Youth	--	--	--	--	--
Homeless	58	57	98.28	1.72	50.88
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	753	745	98.94	1.06	50.07
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	113	109	96.46	3.54	13.76

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	828	816	98.55	1.45	25.89
Female	412	408	99.03	0.97	26.78
Male	416	408	98.08	1.92	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	30	30	100.00	0.00	63.33
Black or African American	28	28	100.00	0.00	10.71
Filipino	--	--	--	--	--
Hispanic or Latino	720	708	98.33	1.67	24.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	28.57
White	20	20	100.00	0.00	35.00
English Learners	110	107	97.27	2.73	0.93
Foster Youth	--	--	--	--	--
Homeless	57	56	98.25	1.75	19.64
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	752	742	98.67	1.33	25.51
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	113	109	96.46	3.54	6.42

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	19.04	NT	19.46	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	424	416	98.11	1.89	19.04
Female	200	197	98.5	1.5	18.88
Male	224	219	97.77	2.23	19.18
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100	0	41.18
Black or African American	19	17	89.47	10.53	11.76
Filipino	--	--	--	--	--
Hispanic or Latino	360	354	98.33	1.67	16.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	13	100	0	38.46
English Learners	58	56	96.55	3.45	0
Foster Youth	--	--	--	--	--
Homeless	32	32	100	0	12.5
Military	0	0	0	0	0
Socioeconomically Disadvantaged	384	377	98.18	1.82	17.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	54	98.18	1.82	5.56

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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 7	94%	95%	97%	95%	96%

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.

2022-23 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 community events are offered each year including Sporting Events, Music/Band Concerts, and Family Night events, etc.

At Oaks Middle School, we encourage and welcome 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 strive to establish a welcoming environment where families feel welcomed and supported as a educational partner in their student's academic success.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	902	874	288	33.0
Female	452	437	142	32.5
Male	450	437	146	33.4
American Indian or Alaska Native	7	7	3	42.9
Asian	33	32	3	9.4
Black or African American	32	30	12	40.0
Filipino	9	9	1	11.1
Hispanic or Latino	781	757	256	33.8
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	16	15	1	6.7
White	22	22	11	50.0
English Learners	136	134	46	34.3
Foster Youth	7	7	2	28.6
Homeless	64	62	21	33.9
Socioeconomically Disadvantaged	820	800	268	33.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	123	119	46	38.7

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.12	4.32	0.03	1.69	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.32	0.00
Female	4.20	0.00
Male	4.44	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.03	0.00
Black or African American	9.38	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.35	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.55	0.00
English Learners	5.88	0.00
Foster Youth	0.00	0.00
Homeless	4.69	0.00
Socioeconomically Disadvantaged	4.63	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.88	0.00

2022-23 School Safety Plan

Oaks Middle School is committed to providing a safe and productive learning and working environment for all students and staff. 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 2022.

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 2022. Our Comprehensive School Safety Plan (CSSP) is reviewed annually by the School Site Council (SSC). SSC last reviewed and approved the CSSP plan in February of 2022. .

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	26	7	23	5
Mathematics	30	2	13	11
Science	30	2	17	7
Social Science	29	2	20	5

2021-22 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	834

2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	8,554	1,917	6,636	125,504
District	N/A	N/A	1497.40	\$92,419
Percent Difference - School Site and District	N/A	N/A	126.4	30.4
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	0.6	35.9

2021-22 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 target the specific academic and socio-emotional needs of our students. 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, Student Mentor, Campus Security Officer, academic interventions and enrichment 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$52,641
Mid-Range Teacher Salary	\$87,146	\$83,981
Highest Teacher Salary	\$105,113	\$107,522
Average Principal Salary (Elementary)	\$139,673	\$136,247
Average Principal Salary (Middle)	\$140,022	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$319,095	\$242,166
Percent of Budget for Teacher Salaries	35%	34%
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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12