Ray Wiltsey International Baccalaureate World 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	Ray Wiltsey International Baccalaureate World School
Street	1450 East G Street
City, State, Zip	Ontario
Phone Number	909-986-5838
Principal	Dr. Alicia Tuttle
Email Address	alicia.tuttle@omsd.net
School Website	https://www.omsd.net/Domain/39
County-District-School (CDS) Code	36678196036289

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

Wiltsey Middle School, serving 6th through 8th grade, became a fully authorized International Baccalaureate School at the beginning of the 2014-2015 school year. The International Baccalaurate Program aims to develop inquiring, knowledgeable, and caring young adolescents who actively engage in creating a better and more peaceful world through intercultural understanding and respect. This world-class international academic program encourages students to become compassionate and reflective lifelong learners who ae open-minded and understanding of all cultures and people. Wiltsey Middle School is now one of only 652 IB schools in the United States.

In addition, Ray Wiltsey Middle School received the 2022 Gold Award from the California PBIS Coalition for Positive Behavior Incentives and Supports. Ray Wiltsey Middle School is also recognized as a California Schools To Watch in 2018; Wiltsey just re-designated as a California Schools to Watch in 2022.

Our Mission Statement: At Wiltsey Middle School, we empower a safe, respectful, and responsible community of lifelong learners to achieve high levels of learning by providing an equitable and challenging learning environment

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	243
Grade 7	285
Grade 8	352
Total Enrollment	880

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	0.8
Asian	1.4
Black or African American	6.4
Filipino	0.3
Hispanic or Latino	89.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.6
White	1.5
English Learners	23.0
Foster Youth	0.8
Homeless	14.9
Migrant	0.0
Socioeconomically Disadvantaged	87.6
Students with Disabilities	12.2

A. Conditions of Learning

State Priority: Basic

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

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

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)	43.00	94.51	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)	0.50	1.10	13.80	1.49	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	1.76	6.00	0.65	12115.80	4.41
Unknown	1.10	2.62	54.10	5.83	18854.30	6.86
Total Teaching Positions	45.50	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	0.50	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.50	

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	0.80	
Total Out-of-Field Teachers	0.80	

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)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.40	

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.

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	Beginning Spanish, Vista Higher Learning, Senderos. Adopted 2022 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 *Not from the most recent state adoption.	Yes	0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%
Visual and Performing Arts	6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008	No	0%
Science Laboratory Equipment (grades 9-12)	N/A		0%

School Facility Conditions and Planned Improvements

Ray Wiltsey Middle School has adequate classroom, staff, and ancillary spaces. Wiltsey has approximately 55 classrooms, one computer lab/library, a fitness room, a Wellness and Technology Center, and a counseling center. There are four canopied areas where students can eat lunch. There is a large field with a tennis court, a handball court, and a basketball court. There are ten student bathrooms. There is a staff room and two restrooms for staff member use. There are no current or planned facility improvements.

To promote safety, Ray Wiltsey Middle School is a closed campus; gates are closed during the school day and visitors must enter through the main office to sign in at the front desk prior to entering school premises. Visitors must present their California ID badges and staff must present their district badge through our RAPTOR system. Signage has been placed at all gates directing visitors to check in at the office. All staff members have been provided with district ID badges. Student supervision is provided by the administration, teachers, support staff and proctors before, during, and afterschool.

School Facility Conditions and Planned Improvements

In addition to safety, cleanliness of our facilities is a top priority. The Wiltsey custodial staff works diligently to ensure Wiltsey Middle School is safe, clean and in good working order. Site and District maintenance and grounds staffs ensure that the work necessary to keep the school in good repair and esthetically pleasing are completed in a timely manner.

A work order process is used to ensure efficient service and emergency repairs are given the highest priority. Work orders are filled and monitored through the combined efforts of the custodians, office manager, and Administration. Restrooms are checked/monitored many times throughout the day by site administrators and custodial staff. All restrooms are in working order. Ray Wiltsey upgraded roofs in the MPR (multipurpose room) and Cafeteria area during the summer of 2019.

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 a survey instrument developed by the State of California OPSC. The results of his survey are available at the school office. The report, which noted the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student, was forwarded to the Superintendent of Schools. The most recent state inspection mandated under the Williams Settlement was completed on August 29, 2022 by the County's William's Team. The Facility Inspection Tool was used throughout a walk through of our school. The following good repair deficiencies were observed: Section 6: Athletics fields: Gopher holes, trip hazards; Section 9: Water Fountain near girl's locker room; Section 10: Room 75 fire extinguisher casing is damaged or broken; and Section 11: Girl's PE locker room interior paint is chipping or cracking. Any areas of concern noted by the team were corrected as reflected elsewhere in this report. Deficiencies listed as (remedied) were remedied/corrected at the time of the review.

Year and month of the most recent FIT report	08/29/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Water Fountain Near Girl's Locker Room: Sink/fountain is leaking (Work Order #WOFY222305214) Remedied 8/29/2022
Safety: Fire Safety, Hazardous Materials	X			Room 75: Fire extinguisher casing is damaged or broken (Work order #05239) Remedied 8/29/2022 / Girl's PE Locker Room: Interior paint is peeling, chipped or cracking (Work Order #WOFY222305216) completed 12/9/2022
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Athletics Fields: Gopher Holes, trip hazards (Work Order #WOFY222305214) Remedied 9/02/2022

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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	36	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	17	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	882	868	98.41	1.59	35.94
Female	437	430	98.40	1.60	40.47
Male	445	438	98.43	1.57	31.51
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	61.54
Black or African American	57	57	100.00	0.00	36.84
Filipino	--	--	--	--	--
Hispanic or Latino	788	775	98.35	1.65	35.35
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	205	204	99.51	0.49	6.37
Foster Youth	--	--	--	--	--
Homeless	143	141	98.60	1.40	27.66
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	826	814	98.55	1.45	35.14
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	102	101	99.02	0.98	11.88

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	883	868	98.30	1.70	16.84
Female	436	430	98.62	1.38	16.32
Male	447	438	97.99	2.01	17.35
American Indian or Alaska Native	--	--	--	--	--
Asian	14	13	92.86	7.14	69.23
Black or African American	57	57	100.00	0.00	7.02
Filipino	--	--	--	--	--
Hispanic or Latino	787	774	98.35	1.65	16.80
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	20.00
English Learners	206	205	99.51	0.49	3.90
Foster Youth	--	--	--	--	--
Homeless	143	141	98.60	1.40	13.48
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	827	814	98.43	1.57	16.48
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	102	100	98.04	1.96	4.00

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	15.5	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	346	342	98.84	1.16	15.5
Female	167	164	98.2	1.8	12.2
Male	179	178	99.44	0.56	18.54
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	17	17	100	0	17.65
Filipino	0	0	0	0	0
Hispanic or Latino	313	309	98.72	1.28	14.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	71	71	100	0	0
Foster Youth	--	--	--	--	--
Homeless	52	51	98.08	1.92	7.84
Military	0	0	0	0	0
Socioeconomically Disadvantaged	320	316	98.75	1.25	14.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	44	100	0	2.27

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	95%	95%	96%	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

At Ray Wiltsey Middle School, Parent Leadership and Participation is highly encouraged. Our parent groups are very valuable because they provide input into our many school programs, our school plan, and ongoing educational programs. Parents are highly encouraged to be involved in their student's education as volunteers in the classrooms, field trips, clubs and athletics, getting involved in the decision-making process through school committees, as well as attending and helping with school events at Wiltsey. Our school promotes parent participation and attendance through: Coffee with Administration, Parent Education Workshops, GATE (Gifted and Talented Education) Meetings, School Conferences, Back to School Night, Open House, and Special Education Meetings.

The School Site Council, SELPAC (Site English Learner Advisory Committee), DELAC (District English Language Advisory Committee) and Coffee with Administration meetings provide more opportunities for parents to get involved with their child's educational experience.

We welcome parent/guardian visits and phone calls. Regular school-to-home communication is provided in both English and Spanish. Information about current events and school activities can be found on our school website, flyers, School Loop, Blackboard Connect messages, Instagram and Twitter Account. The school mails important news and announcements to parents at home, uses the school's automated telephone system to contact parents verbally, sends text messages to parents via Blackboard Connect and social media such as Twitter and Instagram.

For the safety of our students, parents/guardians should sign in at the front office and receive a "Visitor's Pass" before they are allowed to visit a classroom. Parents who want more information or wish to participate may contact the front office (909) 986-5838. There is a job for everyone who wants to get involved.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1005	955	156	16.3
Female	488	465	82	17.6
Male	517	490	74	15.1
American Indian or Alaska Native	9	7	0	0.0
Asian	14	13	0	0.0
Black or African American	69	65	16	24.6
Filipino	3	3	0	0.0
Hispanic or Latino	887	845	134	15.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	2	33.3
White	17	16	4	25.0
English Learners	250	241	39	16.2
Foster Youth	14	10	2	20.0
Homeless	170	162	31	19.1
Socioeconomically Disadvantaged	935	895	150	16.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	132	125	34	27.2

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	6.80	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	0.00	6.67	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	6.67	0.00
Female	4.30	0.00
Male	8.90	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	10.14	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.31	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	17.65	0.00
English Learners	7.60	0.00
Foster Youth	14.29	0.00
Homeless	6.47	0.00
Socioeconomically Disadvantaged	6.74	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.61	0.00

2022-23 School Safety Plan

The Comprehensive School Safety Plan was developed for Ray Wiltsey Middle School in collaboration with local agencies and the district office. Components of the plan include: maintenance, security and safety of the physical environment, school climate which addresses disaster procedures and routines, an action plan that ensures a safe physical environment and safe school climate, a well as our school safety compliance that ensures required child abuse reporting procedures, suspension and expulsion policies, due process, notification to teachers about dangerous pupils, sexual harassment policy, school-wide dress code, procedure for safe ingress and egress from school, procedures to ensure a safe and orderly environment and rules and procedures on school discipline. Monthly disaster drills are scheduled and practice school-wide to ensure student safety procedures. The plan was recently reviewed and discussed with the staff in September 2022. School site Council last approved the Ray Wiltsey School Safety Plan in January 2021.

An approved copy of the school site safety plan may be obtained at Ray Wiltsey Middle School's main office or the Ontario-Montclair School District office.

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	25	12	17	6
Mathematics	27	6	17	3
Science	31		15	7
Social Science	29	3	16	5

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	11	21	2
Mathematics	28	1	21	2
Science	28	2	20	1
Social Science	27	3	19	2

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	19	26	15	1
Mathematics	25	9	17	2
Science	29	2	14	6
Social Science	25	8	16	1

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	880

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	$8,366	$1,576	$6,790	$115,793
District	N/A	N/A	1608.0	$92,419
Percent Difference - School Site and District	N/A	N/A	123.4	22.5
State	N/A	N/A	$6,594	$87,271
Percent Difference - School Site and State	N/A	N/A	2.9	28.1

2021-22 Types of Services Funded

At Wiltsey we are proud to offer the following types of programs and services that support and assist student learning:
- AVID program
- GATE program
- VAPA (Visual and Performing Arts)
- PBIS (School Wide Positive Behavior Interventions)
- Think Together program
- Special Education (Exploratory Classes for intensive academic Special Education support)
- Tutoring (Before and After School)
- RTI (Response to Intervention: Time built within the day to support students in core content areas)
- Modifications/Accomodations for students who need extra academic/social emotional needs
- Utilizing specific strategies such as Thinking Maps, WICOR strategies, Conversation/Sentence Starters for oral language development
- Reading and Writing Across the Curriculum
- Small group instruction
- iReady Assessments to monitor student progress
- Common Formative Assessments to track student progress
- Discovery/Inquiry-based learning
- Project-based learning based on real world current events
- iLit program for ELL learners (intensive academic support for students who are learning English as a Second Language)
- Academic Language Development classes (designated ELD classes)

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

Our staff has dedicated to continuous improvement during staff development (site based and District) in the following areas:
*Data Analysis and Planning
*MTSS Training
*ELLevation Training
*PBIS (intervention stratgies and MTSS related to behavior, SWIS data analysis and planning)
*Special Education (IEP's, Accommodations and Modifications)
*Behavior Strategies Training
*ELPAC training
*Growth Mindset 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	8	8	8