

Oaks Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Oaks Middle School
Street	1221 S. Oaks Ave.
City, State, Zip	Ontario
Phone Number	9099882050
Principal	Alissa Garcia
Email Address	alissa.garcia@omsd.net
School Website	omsd.net/Oaks
County-District-School (CDS) Code	Ontario Montclair School District

2023-24 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	https://www.omsd.net

2023-24 School Description and Mission Statement

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 700 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 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, and a PBIS (Positive Behavior Intervention and Supports) school. Oaks 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	353
Grade 8	373
Total Enrollment	726

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9%
Male	50.1%
American Indian or Alaska Native	0.4%
Asian	2.8%
Black or African American	2.2%
Filipino	0.6%
Hispanic or Latino	90.1%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	1.7%
White	2.2%
English Learners	16.3%
Foster Youth	0.3%
Homeless	5.2%
Socioeconomically Disadvantaged	83.7%
Students with Disabilities	14.6%

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

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)	35.90	92.31	888.80	90.57	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.90	0.61	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.40	1.03	17.50	1.78	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.60	4.10	9.70	0.99	11953.10	4.28
Unknown	1.00	2.56	59.30	6.04	15831.90	5.67
Total Teaching Positions	38.90	100.00	981.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.40	0.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.40	0.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	1.30	1.60
Total Out-of-Field Teachers	1.30	1.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	1.4	0.6
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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2023	
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	K-8 Eureka Math *(Great Minds) – Adopted 2015 and in 2018 for Dual Immersion programs.	No	0%

	*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.		
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 for Native Speakers, McDougal Littel, Tu Mundo, 2008, adopted July 2008 *Spanish II S, High School Credit Course, Vista, Imagina, 4th Edition, adopted May 2020 - *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	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	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	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 May 9, 2023. Oaks Middle School received an overall rating of 99.34%. School was rated Exemplary.

Year and month of the most recent FIT report

05/09/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No repairs or actions needed.
Interior: Interior Surfaces	X			Building F - Room F33 Install missing ceiling tile at N/E corner of the room. w/o#19388
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Building E - Remove tape residue from tile in boys and girls restrooms. Nov. 2023 Portables - Remove surplus equipment in north parking lot and clean up debris throughout the parking area. w/o#18517

School Facility Conditions and Planned Improvements

Electrical	X		Building C - Room C13 - Repair or replace the clock. Building C - Room C11 - Repair or replace the clock. Custodian Room - Remove extension cord to refrigerator and plug straight to outlet. Nov. 2023 Building C - Room C18 - Replace three missing screws at switch plate. Jan. 2024 Building E - Repair or replace lights in center electric room. Dec. 2023
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		No repairs or actions needed.
Safety: Fire Safety, Hazardous Materials	X		Portables - Room P42 - Apply non skid to portable ramp. w/0#25334
Structural: Structural Damage, Roofs	X		Portables - Room P39 - Replace siding and skirting on portables.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Building C - Room C16 - Repair or replace door closer making excessive noise. Jan. 2024

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	52	47	40	40	47	46
Mathematics (grades 3-8 and 11)	26	29	26	30	33	34

2022-23 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	720	710	98.61	1.39	47.46
Female	359	353	98.33	1.67	54.67
Male	361	357	98.89	1.11	40.34
American Indian or Alaska Native	--	--	--	--	--
Asian	20	19	95.00	5.00	78.95
Black or African American	16	16	100.00	0.00	50.00
Filipino	--	--	--	--	--
Hispanic or Latino	652	643	98.62	1.38	47.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	36.36
White	15	15	100.00	0.00	33.33
English Learners	114	111	97.37	2.63	9.01
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	380	374	98.42	1.58	41.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	105	102	97.14	2.86	14.71

2022-23 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	720	711	98.75	1.25	28.83
Female	359	353	98.33	1.67	28.05
Male	361	358	99.17	0.83	29.61
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	65.00
Black or African American	16	16	100.00	0.00	37.50
Filipino	--	--	--	--	--
Hispanic or Latino	652	643	98.62	1.38	27.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	18.18
White	15	15	100.00	0.00	33.33
English Learners	114	113	99.12	0.88	7.08
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	380	373	98.16	1.84	24.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	105	102	97.14	2.86	5.88

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	19.04	27.50	19.46	22.36	29.47	30.29

2022-23 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	370	363	98.11	1.89	27.62
Female	194	190	97.94	2.06	26.98
Male	176	173	98.30	1.70	28.32
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	45.45
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	332	325	97.89	2.11	27.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	40	39	97.50	2.50	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	195	191	97.95	2.05	22.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	48	94.12	5.88	12.50

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	96	96.5	99.1	94.10	98.8

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.

2023-24 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 educational partners in their student's academic success.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	768	751	213	28.4
Female	381	373	103	27.6
Male	387	378	110	29.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	2	50.0
Asian	21	20	2	10.0
Black or African American	19	17	4	23.5
Filipino	4	4	1	25.0
Hispanic or Latino	688	676	195	28.8
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	14	12	3	25.0
White	17	17	6	35.3
English Learners	136	133	36	27.1
Foster Youth	4	3	0	0.0
Homeless	48	44	12	27.3
Socioeconomically Disadvantaged	685	673	196	29.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	113	112	40	35.7

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.12	4.32	7.03	0.03	1.69	1.56	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.03	0
Female	7.09	0
Male	6.98	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	4.76	0
Black or African American	10.53	0
Filipino	0	0
Hispanic or Latino	7.27	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	5.88	0
English Learners	8.09	0
Foster Youth	0	0
Homeless	10.42	0
Socioeconomically Disadvantaged	7.3	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.54	0

2023-24 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 2023.

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 before the opening of school each year. 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 2023. The plan was last reviewed with staff in August of 2023.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	8	21	4
Mathematics	29	2	20	3
Science	29	3	17	5
Social Science	29	2	18	5

2022-23 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	726

2022-23 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$94,232
Percent Difference - School Site and District	N/A	N/A	126.4	30.4
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	0.6	35.9

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,330	\$54,215
Mid-Range Teacher Salary	\$91,294	\$86,843
Highest Teacher Salary	\$110,117	\$111,440
Average Principal Salary (Elementary)	\$145,803	\$140,851
Average Principal Salary (Middle)	\$149,251	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$334,284	\$252,466
Percent of Budget for Teacher Salaries	36.06%	33.16%
Percent of Budget for Administrative Salaries	5.98%	5.15%

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

Professional Development

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12