

Oaks Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Oaks Middle School
Street	1221 S. Oaks Ave.
City, State, Zip	Ontario
Phone Number	(909) 988-2050
Principal	Alissa Garcia
Email Address	alissa.garcia@omsd.net
School Website	omsd.net/Oaks
Grade Span	7-8
County-District-School (CDS) Code	Ontario Montclair School District

2024-25 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

2024-25 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. Established in the fall of 1996, our school currently serves approximately 700 students in grades 7 and 8. At Oaks Middle School, we are committed to providing a safe, positive, and academically enriching environment for all students. Our schoolwide focus areas include: (1) High-Quality Instruction - our goal is to prepare students for success in a global society. (2) Health and Wellness - we foster a safe and supportive school environment. (3) College and Career Readiness - we promote a culture that encourages students to aspire to higher education and career goals. Our staff members are highly qualified and dedicated to the success of every student. The mission of Oaks Middle School is to

2024-25 School Description and Mission Statement

close the achievement gap by delivering a comprehensive education that equips students for future learning and success in a global context.

Oaks Middle School is proud to be an award-winning Positive Behavioral Interventions and Supports (PBIS) and AVID (Advancement Via Individual Determination) National Demonstration School. We have received Gold and Platinum recognition for our efforts to create a safe and positive learning environment for students, staff, and families through PBIS. In addition, to our academic programs, Oaks Middle School boasts an award-winning music program, which includes an acclaimed marching band, advanced orchestra, and beginning band. Oaks also offers a robust afterschool extended learning program, featuring a variety of clubs that cater to diverse interests. Students can participate in high-interest clubs including drone technology and coding, as well as a comprehensive athletic program.

In our commitment to developing a positive school culture, we emphasize respect, diversity, social responsibility, and effective communication. As an AVID National Demonstration School, we focus on developing students' skills in writing, inquiry, collaboration, organization, and reading. All students have access to AVID strategies that prepare them for post-secondary success.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	333
Grade 8	349
Total Enrollment	682

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.7
Non-Binary	0.1
American Indian or Alaska Native	0.9
Asian	3.2
Black or African American	2.2
Filipino	0.6
Hispanic or Latino	89.6
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.7
White	2.5
English Learners	18.8
Foster Youth	0.4
Homeless	8.8
Socioeconomically Disadvantaged	90.8
Students with Disabilities	14.5

A. Conditions of Learning **State Priority: Basic**

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

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

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	32.40	92.57	891.10	92.20	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.62	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.80	5.14	18.00	1.87	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.10	0.53	11746.90	4.23
Unknown/Incomplete/NA	0.80	2.29	46.20	4.79	14303.80	5.15
Total Teaching Positions	35.00	100.00	966.60	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.40	0.40	1.8
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.40	0.40	1.8

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.30	1.60	0
Total Out-of-Field Teachers	1.30	1.60	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.40	0.6	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)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected August 2024

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 K-6 Reading Wonders (Houghton Mifflin Harcourt) Adopted 2016	Yes	0%
Mathematics	K-8 Eureka Math *(Great Minds) – Adopted 2015 and in 2018 for Dual Immersion programs. *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 K-5 Studies Weekly* Adopted 2023 *Materials are not from the most recent state adoption. However, the district has determined through local review that the materials are still aligned to current state standards.	Yes	0%
Foreign Language	Beginning Spanish, Vista Higher Learning, Senderos. Adopted 2022 Spanish for Native Speakers, McDougal Littell, 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	Yes	0%
	TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008		
	TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008		
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

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, a library, and an administration building. During the 2017-18 school year, the school's 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 added to the Multi-purpose room. In the summer of 2024, a new roof was installed in the same room. Currently, there are no additional planned construction projects on campus.

The Ontario Montclair School District makes 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 April 30, 2024. Oaks Middle School received an overall rating of 99.96%. The school was rated Exemplary.

Year and month of the most recent FIT report

04/30/2024

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 are needed.
Interior: Interior Surfaces	X			No repairs or actions are needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No repairs or actions are needed.
Electrical	X			No repairs or actions are needed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No repairs or actions are needed.
Safety: Fire Safety, Hazardous Materials	X			No repairs or actions are needed.
Structural: Structural Damage, Roofs	X			No repairs or actions are needed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No repairs or actions are needed.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	47	43	40	41	46	47
Mathematics (grades 3-8 and 11)	29	28	30	31	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	676	663	98.08	1.92	43.44
Female	325	315	96.92	3.08	51.43
Male	351	348	99.15	0.85	36.21
American Indian or Alaska Native	--	--	--	--	--
Asian	24	23	95.83	4.17	73.91
Black or African American	16	14	87.50	12.50	35.71
Filipino	--	--	--	--	--
Hispanic or Latino	602	592	98.34	1.66	41.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	53.33
English Learners	128	120	93.75	6.25	10.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	365	355	97.26	2.74	41.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	97	95	97.94	2.06	12.63

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	676	673	99.56	0.44	28.08
Female	325	322	99.08	0.92	28.57
Male	351	351	100.00	0.00	27.64
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	66.67
Black or African American	16	16	100.00	0.00	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	602	599	99.50	0.50	26.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	53.33
English Learners	128	128	100.00	0.00	5.47
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	365	362	99.18	0.82	25.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	97	96	98.97	1.03	10.42

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.

Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	27.50	20.29	22.36	20.60	30.29	30.73

2023-24 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	352	350	99.43	0.57	20.29
Female	164	162	98.78	1.22	17.90
Male	188	188	100.00	0.00	22.34
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	46.15
Black or African American	11	11	100.00	0.00	27.27
Filipino	0	0	0	0	0
Hispanic or Latino	316	314	99.37	0.63	19.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	58	58	100.00	0.00	5.17
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	187	185	98.93	1.07	19.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	51	98.08	1.92	3.92

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.

2023-24 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 requires only participation results 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	98.1%	97.8%	97.8%	98.8%	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.

2024-25 Opportunities for Parental Involvement

At Oaks Middle School, we recognize the vital role that parents and guardians play in their children's education. We believe that effective collaboration among parents, school staff, and the community fosters meaningful partnerships that enhance student achievement. To facilitate this collaboration, Oaks provides a variety of opportunities for meaningful parent involvement, including the School Site Council, School, and District English Learner Parent Advisory Council, Gifted and Talented Education Parent Advisory Committee, Students with Disabilities Parent Advisory Committee, District Parent Leadership Summit, Annual District Parent Leadership Conference, Back to School Night, Open House, Student-led Conferences, monthly Coffee with the Principal, PBIS and AVID Parent Meetings, and Band Booster Club. Additionally, our school hosts several community events throughout the year, such as sporting events, music band concerts, parades, and family event nights.

Oaks encourages and welcomes parents and guardians to contact our school for further information about additional opportunities for involvement in both school and community initiatives. Contact, Ms. Celeste Messina, School Counselor at (909) 988-2050. Oaks Middle School strives to create a welcoming environment where families feel welcomed and supported as educational partners in their student's academic success.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	734	716	159	22.2
Female	358	348	74	21.3
Male	375	367	84	22.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	26	25	1	4.0
Black or African American	17	17	4	23.5
Filipino	--	--	--	--
Hispanic or Latino	654	638	144	22.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	17	17	5	29.4
English Learners	169	163	42	25.8
Foster Youth	--	--	--	--
Homeless	81	76	21	27.6
Socioeconomically Disadvantaged	666	649	146	22.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	106	105	31	29.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
4.32	7.03	5.86	1.69	1.56	1.19	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.86	0.00
Female	6.15	0.00
Male	5.60	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	17.65	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.96	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.88	0.00
English Learners	5.92	0.00
Foster Youth	0.00	0.00
Homeless	2.47	0.00
Socioeconomically Disadvantaged	6.31	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.66	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

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 2024.

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, during 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 on November 13, 2024. The plan was last reviewed with staff in August 2024.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	2
Mathematics	25	8	18	1
Science	27	4	19	2
Social Science	28	2	21	1

2023-24 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	682

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$104,660
Percent Difference - School Site and District	N/A	N/A	126.4	18.1
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-47.5	26.3

Fiscal Year 2023-24 Types of Services Funded

Our School Site Council, Leadership Team, and Parent Advisory committees (English Learner, GATE, and Students with Disabilities) collaborated to identify student needs and prioritize categorical funds for programs targeting specific academic and social-emotional requirements. Services funded include an Instructional Coach (Teacher On Assignment) for coordinating intervention services, providing instructional support, and progress monitoring, a Library Media Tech, a Student Mentor, a Campus Security Officer, Academic Intervention and enrichment teachers, before and after school extending learning programs, intervention support for English Learners, zero-period classes, allowing students to take a second elective including high school for credit courses.

The school site council and parent advisory committee monitor expenditures throughout the year to ensure alignment with our strategic plan and to involve parents in decision-making processes and communication.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$66,459	\$58,553
Mid-Range Teacher Salary	\$100,652	\$93,924
Highest Teacher Salary	\$124,076	\$119,489
Average Principal Salary (Elementary)	\$164,731	\$149,898
Average Principal Salary (Middle)	\$173,683	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$368,548	\$270,432
Percent of Budget for Teacher Salaries	35.4	31.93
Percent of Budget for Administrative Salaries	5.59	5.62

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	15