

Ray Wiltsey 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	Ray Wiltsey Middle 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
Grade Span	6-8
County-District-School (CDS) Code	36678196036289

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

Ray Wiltsey Middle School is a comprehensive middle school serving students from 6th to 8th grade. Ray Wiltsey utilizes a whole child approach and makes sure to meet the needs of the Whole Child, academic, behavioral, and social emotional.

Ray Wiltsey Middle School received the 2022 and 2023 Gold Award, and the 2024 Platinum Award from the California PBIS Coalition for Positive Behavior Incentives and Supports. Ray Wiltsey Middle School was also recognized as a California Schools To Watch and National Schools to Watch in 2018; Wiltsey just re-designated as a California Schools to Watch in 2022.

2024-25 School Description and Mission Statement

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	196
Grade 7	267
Grade 8	278
Total Enrollment	741

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.6
American Indian or Alaska Native	0.4
Asian	1.8
Black or African American	5.9
Filipino	0.4
Hispanic or Latino	89.5
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.4
White	1.3
English Learners	29
Homeless	11.6
Socioeconomically Disadvantaged	87.6
Students with Disabilities	14.7

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/Incomplete/NA	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

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)	42.00	93.26	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)	1.00	2.22	17.50	1.78	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.80	4.12	9.70	0.99	11953.10	4.28
Unknown/Incomplete/NA	0.10	0.35	59.30	6.04	15831.90	5.67
Total Teaching Positions	45.10	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)	37.60	89.75	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)	1.00	2.38	18.00	1.87	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	3.31	5.10	0.53	11746.90	4.23
Unknown/Incomplete/NA	1.80	4.51	46.20	4.79	14303.80	5.15
Total Teaching Positions	41.90	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	0.50	1.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.50	1.00	1

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	0.80	1.80	1.3
Total Out-of-Field Teachers	0.80	1.80	1.3

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)	0.00	2.2	2.2
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	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	6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008	Yes	0%
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

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.

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 16, 2024 by the County's William's Team.

Year and month of the most recent FIT report

08/16/2024

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			Room 52: Ceiling tiles are stained Work Order Submitted 8/16/2024 #FY24-25-036147 Completed 8/28/2024 Room 53: Ceiling tiles are stained Work Order Submitted 8/16/2024 #FY24-25-35864 Completed 8/29/2024 Room 75: Ceiling tiles are stained Work Order Submitted 8/16/2024 #FY24-25-35865 completion pending
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X			Room 52: Electrical outlet/junction box covers or light switch covers are damaged or missing. Work Order Submitted 8/16/2024 #FY24-25-036146 Completed 8/20/2024
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys' 8th Grade Restroom: Sink is not working or functioning properly Work Order Submitted 8/16/2024 #FY24-25-36122 Completed 8/26/2024 West Quad Are: Sink is not working or functioning properly Work Order submitted 8/16/2024 #FY24-25-36122 Completed 8/26/2024 Water Fountain Near Girls' Locker: Water pressure too low. Work Order submitted 8/16/2024 #FY24-25-36073 Completed 8/26/2024 Girls' PE Locker Room: Water pressure too low Work Order Submitted 8/16/2024 #FY24-25-036139 Completed 8/26/2024
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	36	38	40	41	46	47
Mathematics (grades 3-8 and 11)	21	17	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	743	733	98.65	1.35	37.65
Female	363	358	98.62	1.38	47.21
Male	380	375	98.68	1.32	28.53
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	100.00
Black or African American	48	48	100.00	0.00	31.25
Filipino	--	--	--	--	--
Hispanic or Latino	663	653	98.49	1.51	36.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	216	212	98.15	1.85	6.60
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	479	470	98.12	1.88	35.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	111	107	96.40	3.60	11.21

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	743	731	98.38	1.62	17.24
Female	363	357	98.35	1.65	17.65
Male	380	374	98.42	1.58	16.84
American Indian or Alaska Native	--	--	--	--	--
Asian	12	11	91.67	8.33	81.82
Black or African American	48	47	97.92	2.08	6.38
Filipino	--	--	--	--	--
Hispanic or Latino	663	653	98.49	1.51	16.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	216	212	98.15	1.85	2.36
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	479	469	97.91	2.09	15.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	111	106	95.50	4.50	5.66

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)	23.66	17.67	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	275	266	96.73	3.27	17.67
Female	135	131	97.04	2.96	22.90
Male	140	135	96.43	3.57	12.59
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	19	18	94.74	5.26	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	242	235	97.11	2.89	16.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	58	55	94.83	5.17	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	172	166	96.51	3.49	16.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	37	88.10	11.90	5.41

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	97.7%	96.6%	98.9%	98.5%	98.9%

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 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, Parent Square, Blackboard Connect messages, and Instagram. 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, Parent Square, and social media such as 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	812	778	141	18.1
Female	396	382	67	17.5
Male	416	396	74	18.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	12	0	0.0
Black or African American	55	52	16	30.8
Filipino	--	--	--	--
Hispanic or Latino	720	692	122	17.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	12	11	2	18.2
English Learners	268	259	48	18.5
Foster Youth	--	--	--	--
Homeless	143	130	36	27.7
Socioeconomically Disadvantaged	765	734	139	18.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	125	119	33	27.7

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
6.67	7.63	3.45	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	3.45	0.00
Female	2.27	0.00
Male	4.57	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	7.27	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.06	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	8.33	0.00
English Learners	2.99	0.00
Foster Youth	0.00	0.00
Homeless	3.50	0.00
Socioeconomically Disadvantaged	3.66	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.20	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

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

2024-25 School Safety Plan

school climate, as 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 October 2024. School Site Council last approved the Ray Wiltsey School Safety Plan in October 2024.

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.

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

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	20	22	14	2
Mathematics	23	11	13	2
Science	26	7	13	2
Social Science	25	4	18	

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	18	26	15	
Mathematics	22	13	12	
Science	22	14	11	
Social Science	23	9	15	

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	741

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	\$8,366	\$1,576	\$6,790	\$115,793
District	N/A	N/A	1608.0	\$104,660
Percent Difference - School Site and District	N/A	N/A	123.4	10.1
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-45.3	18.4

Fiscal Year 2023-24 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)
- WIN (What I Need) Classes
- 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)

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

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 strategies 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
- *Trauma Informed Instruction
- *Cultural Proficiency 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	8	8	8