

Executive Summary School Accountability Report Card, 2010–11

For Oaks Middle School

Address:	1221 South Oaks Ave., Ontario, CA, 91762	Phone:	(909) 988-2050
Principal:	Dr. D. Foley, Principal	Grade Span:	7-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Oaks Middle School is one of six middle schools in the Ontario-Montclair School District. The Ontario-Montclair School District is located in San Bernardino County and is the third largest elementary district in the state of California. Oaks Middle School opened its doors in the fall of 1996 with a student population of 790 students. Our population for the 2010-2011 school year was 918.

Student Enrollment

Group	Enrollment
Number of students	918
Black or African American	4.0%
American Indian or Alaska Native	0.1%
Asian	3.1%
Filipino	0.5%
Hispanic or Latino	85.9%
Native Hawaiian or Pacific Islander	0.4%
White	5.0%
Two or More Races	0.9%

Socioeconomically Disadvantaged	83.9%
English Learners	44.7%
Students with Disabilities	9.9%

Teachers

Indicator	Teachers
Teachers with full credential	39
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	1
Misassignments of Teachers of English Learners	1
Total Teacher Misassignments	1

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	43%
Mathematics	39%
Science	56%
History-Social Science	43%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	733
Statewide Rank (from 2010 Base API Report)	2
Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 12 of 17

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

Our Williams visit this year occurred on August 31, 2011. The purpose of the visit as specified in California Education Code 1240 was to ensure compliance in the following three areas:

1. Student access to “sufficient” materials in the four core areas;
2. Ensure that facilities are safe for pupils and staff; and
3. Determine the accuracy of data included in our annual accountability report card relating to sufficiency of instructional materials, the safety, cleanliness, and adequacy of school facilities.

The visit revealed no insufficiencies in instructional materials, no extreme or good repair deficiencies observed in school facilities, and no inaccuracies in the school’s 2011-2012 SARC which was published in 2010-2011 was in compliance.

Repairs Needed

None

Corrective Actions Taken or Planned

No actions needed.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,521
District	\$4,804
State	\$5,455

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Oaks Middle	District Name	Ontario-Montclair Elementary
Street	1221 South Oaks Ave.	Phone Number	(909) 459-2500
City, State, Zip	Ontario, CA, 91762	Web Site	www.omsd.k12.ca.us
Phone Number	(909) 988-2050	Superintendent	James Hammond
Principal	Dr. D. Foley, Principal	E-mail Address	james.hammond@omsd.k12.ca.us
E-mail Address	foley@omsd.k12.ca.us	CDS Code	36678196113476

School Description and Mission Statement (School Year 2010–11)

School Description:

Oaks Middle Schools is one of six middle schools in the Ontario-Montclair School District. The Ontario-Montclair School District is located in San Bernardino County and is the third largest elementary district in the state of California. Oaks Middle School opened its doors in the fall of 1996 with a student population of 790 students. Our population in 2010-2011 was 918.

Mission Statement:

The mission of Oaks Middle School, an innovative educational community, guarantees every student a comprehensive education by empowering life-long learning in an ever-changing and diverse society.

Opportunities for Parental Involvement (School Year 2010–11)

Oaks Middle School understands the important role parents play in their child's education, therefore many opportunities for parental involvement exist, including:

- ◆ School Site Council (SSC)
- ◆ English Learners Advisory Council (ELAC)
- ◆ District English Learners Advisory Council (DELAC)
- ◆ District Advisory Council (DAC)
- ◆ Parent Leadership Conference
- ◆ Student Success Team (SST)
- ◆ Parent Cluster Group Classes
- ◆ Parent Academy classes (Parent Education)
- ◆ Back to School Night
- ◆ Open House Night
- ◆ Parent Conferences

We encourage parents to contact the school site to inquire about additional opportunities for school and community involvement.

Contact Person: Jose Garcia, Outreach Consultant at (909) 988-2050.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students
Grade 7	439
Grade 8	479
Total Enrollment	918

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	4.0%
American Indian or Alaska Native	0.1%
Asian	3.1%
Filipino	0.5%
Hispanic or Latino	85.9%
Native Hawaiian or Pacific Islander	0.4%
White	5.0%
Two or More Races	0.9%
Socioeconomically Disadvantaged	83.9%
English Learners	44.7%
Students with Disabilities	9.9%

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.6	19	30	3	25	15	20	1	27.1	8	26	6
Mathematics	24.0	13	26	1	27	6	24	2	28.5	6	17	9

Science	28.8	2	23	7	29	3	29	0	30.3	2	17	11
Social Science	28.6	6	16	10	29	4	26	2	30.3	2	20	8

* Number of classes indicates how many classrooms 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.

III. School Climate

School Safety Plan (School Year 2010–11)

Safety of students and staff is a primary concern of Oaks Middle School. The school complies with laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, and lock-down drills are conducted on a monthly-basis. This plan is reviewed with the staff at the beginning of every school year.

All visitors must check-in at the school office and wear a highly visible badge while on school grounds. During lunch, between periods, and before/after school, staff members supervise students to ensure a safe and orderly environment. Oaks Middle School implements the *Safe and Civil Schools* program, which is designed to create uniformity in standards and procedures to promote a safe and secure school climate.

Our Comprehensive School Safety Plan, developed by the Health and Family Services Team in collaboration with Ontario-Montclair school district during the 2009-10 school year outlines procedures, evacuation routes, emergency supplies, and the designation of duties for all staff members. Special training has been provided to staff members in the areas of search and rescue as well as triage. Additionally, each classroom is equipped with an emergency backpack, the contents of which were updated and reviewed with the staff in the Fall of 2011.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	28.77%	28.86%	32.14%	12.88%	9.64%	10.14%
Expulsions	0.60%	0.31%	0.00%	0.11%	0.08%	0.05%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

Oaks Middle School opened in the fall of 1996 on a 19 acre campus. There are currently 42 classrooms (8 of which are portables which were installed between 1997 and 2000), a multi-purpose room, a library, 2 P.E. locker rooms, an administrative building with offices and a staff workroom, a video studio, a computer lab, a staff lounge, handball courts, tennis courts, basketball courts and a large field area. There are twelve

restrooms all in proper working condition.

The school facility offers a good learning environment with fully functioning lighting, heating and cooling systems, and noise negation. Internet access is available through the entire school. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The Principal works with the school district and the site custodial staff to develop daily cleaning schedules to ensure a clean, safe and well-maintained school.

The district takes great efforts to ensure that all schools are clean, safe, functional and in good repair. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or at the district office. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe and functional place to learn.

The district participates in the State School Deferred Maintenance Program, which provides State matching funds to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Each year the district makes the maximum district match required by the State to fully participate in the deferred maintenance program, although the recent financial conditions have limited the program.

School Facility Good Repair Status (School Year 2011–12)

The table below displays the results of the most recently completed school site inspection, which took place on August 31, 2011 to determine the school facility's good repair status. Williams inspectors do not provide an overall rating, this rating is based upon the district's annual inspection of the campus of campus.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		Good			None
Interior: Interior Surfaces		Good			None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		Good			None
Electrical: Electrical		Good			None
Restrooms/Fountains: Restrooms, Sinks/Fountains		Good			None
Safety: Fire Safety, Hazardous Materials		Good			None
Structural: Structural Damage, Roofs		Good			None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		Good			None
Overall Rating		Good			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	45	44	39	1065
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	4
Total Teacher Misassignments*	0	0	4
Vacant Teacher Positions	0	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	97	3
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	2	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	1.5	
Psychologist	0.4	
Social Worker	0	
Nurse	0.2	
Speech/Language/Hearing Specialist	0.2	
Resource Specialist (non-teaching)	0	
Other	1.0	

Note: Cells shaded in black do not require data.

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	K-6 California Reading (Houghton-Mifflin) 7-8 Pearson Literature for CA (Pearson Prentice Hall) 4-8 Reading Replacement: Read 180 (Scholastic) ELD Supplemental Materials: K-6 SRA Language for Learning, Language for Thinking, Language for Writing 6-8: Santillana Intensive English	2003 2008 2008 2005 2005	0%
Mathematics	K-6 Houghton-Mifflin California Mathematics Series (H-M) 4-7 Glencoe/McGraw-Hill Intervention Program: Math Triumphs (Glencoe/McGraw-Hill) 7-8 Hold California Mathematics Series (Hold, Rinehart & Winston) 8 McDougal Littell Algebra Readiness (McDougal Littell)	2008 2008 2008 2008	0%
Science	K-6 Houghton Mifflin CA Science (Houghton Mifflin) 7-8 Holt, Rinehart & Winston CA Science(Hold, Rinehart & Winston)	2006 2006	0%
History-Social Science	K-6 California Vistas (Macmillan/McGraw-Hill) 7-8 California Middle School Social Studies Series (McDougal Littell) 7-8 Teachers Curriculum Institute (support)	2006 2006 2006	0%
Foreign Language	6-8 Realidades (Prentice Hall)	2008	0%
Health	K-8 Focus on You (Charles Merrill Publishing)	1984	0%
Visual and Performing Arts	K-6 Art Connection (SRA/McGraw-Hill) 6-8 Middle School Art Series (Glencoe McGraw-Hill)	2008 2008	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,804	\$1,283	\$4,521	\$70,780
District			\$4,804	\$67,598
Percent Difference – School Site and District			-6%	-1%
State			\$5,455	\$69,419
Percent Difference – School Site and State			-15%	-1%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

The following funding is used to supplement the needs of the students at Oaks during the day and after school: Title I, Title III, SBCP, Extended Learning (school and “Think Together”), ELAP and GATE.

Supplemental services available at Oaks include the following:

- Outreach Consultant
- One Student Services Counselor
- Bilingual instructional assistant
- Bilingual Translator (Spanish)
- Demonstration classroom/instructional coach
- Dean of Students
- Program and Assessment Coordinator
- READ 180 instructional materials and technology upgrades

- Site-licenses to StudyIsland.com
- Extended Learning programs (school developed and “Think Together”)

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,240	\$41,692
Mid-Range Teacher Salary	\$68,012	\$68,251
Highest Teacher Salary	\$82,034	\$86,582
Average Principal Salary (Elementary)	\$112,558	\$108,334
Average Principal Salary (Middle)	\$103,871	\$111,791
Superintendent Salary	\$218,052	\$180,492
Percent of Budget for Teacher Salaries	44.00%	42.00%
Percent of Budget for Administrative Salaries	7.00%	6.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	35%	37%	43%	39%	41%	44%	50%	52%	54%
Mathematics	27%	36%	39%	49%	53%	55%	46%	48%	50%
Science	46%	45%	56%	37%	45%	46%	50%	53%	56%
History-Social Science	23%	28%	43%	20%	25%	33%	41%	44%	48%

Note: Scores are not shown 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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	44%	55%	46%	33%
All Students at the School	43%	39%	56%	43%
Male	37%	38%	61%	45%
Female	49%	41%	51%	41%
Black or African American	31%	24%	40%	33%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	81%	89%	94%	83%

Filipino	0%	0%	0%	0%
Hispanic or Latino	41%	37%	54%	40%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	66%	52%	67%	61%
Two or More Races	58%	67%	0%	0%
Socioeconomically Disadvantaged	41%	37%	55%	41%
English Learners	14%	16%	32%	13%
Students with Disabilities	18%	8%	0%	9%
Students Receiving Migrant Education Services				

Note: **Scores are not shown 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.**

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.90%	26.80%	23.80%

Note: Scores are not shown 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	3	2	2
Similar Schools	8	4	4

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	-4	22	36
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	1	26	36
Native Hawaiian or Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged	-2	30	33
English Learners	-13	19	28
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	873	733	16,496	757	4,683,676	778
Black or African American	32	633	492	747	317,856	696
American Indian or Alaska Native	0		69	770	33,774	733
Asian	28	928	343	905	398,869	898
Filipino	5		81	885	123,245	859
Hispanic or Latino	753	723	14,465	750	2,406,749	729
Native Hawaiian or Pacific Islander	4		82	796	26,953	764
White	43	820	827	807	1,258,831	845
Two or More Races	8		117	818	76,766	836
Socioeconomically Disadvantaged	733	724	14,554	749	2,731,843	726
English Learners	395	658	9,369	727	1,521,844	707
Students with Disabilities	83	485	1,811	616	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		26
Percent of Schools Currently in Program Improvement		81.3%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Not Applicable

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The Ontario-Montclair School District offers research-based, on-going professional development for certificated, classified and management employees aligned with the district's long term goals. Professional development is designed to help employees enhance their knowledge and develop 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 district's Robert Hardy Professional Development Center as well as at each school site. The focus of all professional development is based on the instructional and management priorities outlined in the goals and objectives of our strategic and school improvement plans. In addition, SB 472, AB 430 Reading First and other grant monies allows the Professional Development Department to provide training in the areas of reading/language arts and math to all teachers and administrators throughout the district.

Professional development at the site and district levels address the core curriculum, instructional strategies, standards-based instruction, and classroom management based on student assessment data. In addition, district level professional development includes workshop sessions and classroom support for beginning teachers (BTSA), courses for teachers working towards on their teaching credentials, technology training and classroom support, leadership development for administrators, compliance related workshops and a variety of job-specific and mandated trainings for classified employees. OMSD has several sustained initiatives including Thinking Maps, John Antonetti Writing, training in structured oral language provided by Dr. Kate Kinsella, and data driven instruction. Coaches were trained by the district to provide ongoing support at each site to insure and support the correct implementation in each classroom. Additionally, selected math teachers are participating in a grant funded study through a partnership with the National Science Foundation, Inland Counties Mathematics Project and Cal State, San Bernardino and English Language Development (ELD) teachers are participating in a grant program for writing through the ELL WRITE Institute.

Twice a month and following each benchmark assessment, department teams participate in the Structured Teacher Planning Time (STPT) process. During the STPT process, teachers analyze the results of the most recent common assessments, discuss strategies to re-teach concepts that were not learned by a majority of the students, develop implementation plans to re-teach the concepts. Additionally, trainings may take place during these designated times.

Furthermore, numerous opportunities exist for involvement in outside conferences and in-services that provide staff development in the area of student achievement, such as the Advancement Via Individual Determination (AVID), California Association of Bilingual Educators (CABE) and National Middle School Association (NMSA) Conferences.

Oaks Middle

School Accountability Report Card, 2010-2011

Ontario-Montclair Elementary

Provided by the Ed-Data Partnership

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