

# Ray Wiltsey Middle School/SOAR Academy

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2025-26 School Contact Information

<b>School Name</b>	Ray Wiltsey Middle School/SOAR Academy
<b>Street</b>	1450 East G Street
<b>City, State, Zip</b>	Ontario
<b>Phone Number</b>	909-986-5838
<b>Principal</b>	Dr. Alicia Tuttle
<b>Email Address</b>	alicia.tuttle@omsd.net
<b>School Website</b>	<a href="https://www.omsd.net/Domain/39">https://www.omsd.net/Domain/39</a>
<b>Grade Span</b>	6-8
<b>County-District-School (CDS) Code</b>	36678196036289

### 2025-26 District Contact Information

<b>District Name</b>	Ontario-Montclair School District
<b>Phone Number</b>	(909) 459-2500
<b>Superintendent</b>	Dr. James Q. Hammond
<b>Email Address</b>	info@omsd.net
<b>District Website</b>	<a href="https://www.omsd.net">https://www.omsd.net</a>

### 2025-26 School Description and Mission Statement

Ray Wiltsey Middle School is a comprehensive middle school serving students from 7th 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 and 2025 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 2025.

## 2025-26 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

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	224
Grade 7	244
Grade 8	259
Total Enrollment	727

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.8
Male	54.2
American Indian or Alaska Native	1
Asian	1.1
Black or African American	6.7
Filipino	0.3
Hispanic or Latino	89.1
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.4
White	1.2
English Learners	28.3
Foster Youth	0.1
Homeless	14
Socioeconomically Disadvantaged	95.5
Students with Disabilities	16.1

## 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	42	93.26	888.8	90.57	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	5.9	0.61	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	2.22	17.5	1.78	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.8	4.12	9.7	0.99	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.1	0.35	59.3	6.04	15831.9	5.67
<b>Total Teaching Positions</b>	45.1	100	981.4	100	279044.8	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	37.6	89.75	891.1	92.2	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	6	0.62	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	2.38	18	1.87	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.3	3.31	5.1	0.53	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	1.8	4.51	46.2	4.79	14303.8	5.15
<b>Total Teaching Positions</b>	41.9	100	966.6	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	38.4	91.07	893	92.39	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	9.3	0.96	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	7.8	0.82	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.1	2.61	13.1	1.36	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	2.6	6.3	43.1	4.46	13705.8	4.91
<b>Total Teaching Positions</b>	42.2	100	966.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	1.00	1	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	1	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	1.80	1.3	1.1
<b>Total Out-of-Field Teachers</b>	1.80	1.3	1.1

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.2	2.2	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016)	0%
<b>Mathematics</b>	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.  Integrated Math, High School Credit Course, Houghton Mifflin Harcourt,  Integrated Math I, 2015 Adopted May, 2020	0%
<b>Science</b>	6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	0%
<b>History-Social Science</b>	6-8 My World Interactive (Pearson) - Adopted 2018	0%
<b>Foreign Language</b>	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.	0%
<b>Health</b>	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984  Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.	0%

<b>Visual and Performing Arts</b>	<p>TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p> <p>TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p> <p>TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p>	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A

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. Ray Wiltsey upgraded roofs in the MPR (multipurpose room) and Cafeteria area during the summer of 2019. 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. Restrooms are checked/monitored many times throughout the day by site administrators and custodial staff. All restrooms are in working order.

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.

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 21, 2025 by the County's William's Team.

<b>Year and month of the most recent FIT report</b>	08/21/2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b>	X			

## School Facility Conditions and Planned Improvements

Gas Leaks, Mechanical/HVAC, Sewer				
<b>Interior:</b> Interior Surfaces	X			Multi-purpose Room: Ceiling tiles are damaged, loose, missing or stained. Work Order Submitted 8/21/2025 #51210 completed 9/15/2025
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Boys PE Locker Room: Lighting fixtures or bulbs not functioning properly or missing. Work Order Submitted 8/21/2025 #51215 completed 8/26/2025 Boys PE Locker Room: Improper use of surge protectors or daisy chain of surge protectors. Remedied 8/21/2025.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Boys PE Locker Room: Soap/Sanitizer dispensers empty. Work Order Submitted 8/21/2025 #51196 Remedied 8/22/2025 Boys PE Locker Room: Urinal is not working or missing. Work Order Submitted 8/21/2025 #51141 Remedied 8/22/2025 Boys 8th Grade Restroom: Urinal is not working or missing. Work Order Submitted 8/21/2025 #50742 Remedied 8/21/2025 Boys 8th Grade Restroom: Stall doors or latches not functioning as designed. Work Order Submitted 8/21/2025 #51223 completed 8/22/2025
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	38	38	41	44	47	48
<b>Mathematics</b> (grades 3-8 and 11)	17	22	31	34	35	37

## 2024-25 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	730	723	99.04	0.96	38.09
Female	335	331	98.81	1.19	45.32
Male	395	392	99.24	0.76	31.97
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	48	47	97.92	2.08	31.91
Filipino	--	--	--	--	--
Hispanic or Latino	650	644	99.08	0.92	38.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	63.64
English Learners	188	188	100.00	0.00	5.88
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	473	467	98.73	1.27	35.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	118	117	99.15	0.85	9.48

## 2024-25 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
<b>All Students</b>	733	724	98.77	1.23	22.38
<b>Female</b>	336	332	98.81	1.19	21.99
<b>Male</b>	397	392	98.74	1.26	22.70
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	48	46	95.83	4.17	13.04
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	653	646	98.93	1.07	22.14
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	11	11	100.00	0.00	45.45
<b>English Learners</b>	190	189	99.47	0.53	3.70
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	476	468	98.32	1.68	19.23
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	118	116	98.31	1.69	6.03

## 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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	17.67	23.17	20.6	24.25	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	267	259	97.00	3.00	23.17
Female	136	132	97.06	2.94	21.97
Male	131	127	96.95	3.05	24.41
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	248	241	97.18	2.82	23.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	60	57	95.00	5.00	1.75
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	174	166	95.40	4.60	21.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	37	92.50	7.50	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.

## 2024-25 California Physical Fitness Test Participation Rates

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	98.70%	96.50%	98.70%	95.60%	98.30%

## 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.

#### 2025-26 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 Ray 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.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	805	778	122	15.7
Female	371	359	54	15.0
Male	434	419	68	16.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	62	59	16	27.1
Filipino	--	--	--	--
Hispanic or Latino	709	685	102	14.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	11	11	1	9.1
English Learners	265	256	39	15.2
Foster Youth	--	--	--	--
Homeless	149	142	27	19.0
Socioeconomically Disadvantaged	770	745	121	16.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	137	135	30	22.2

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
7.63	3.45	4.35	1.56	1.19	1.56	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.35	0.00
Female	2.43	0.00
Male	5.99	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	11.29	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.53	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	9.09	0.00
English Learners	5.28	0.00
Foster Youth	0.00	0.00
Homeless	2.01	0.00
Socioeconomically Disadvantaged	4.42	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.84	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.

## 2025-26 School Safety Plan

The Comprehensive School Safety Plan was developed for Ray Wiltsey Middle School in collaboration with local agencies and the district office. Components of the plan include: maintenance, security and safety of the physical environment, school climate which addresses disaster procedures and routines, an action plan that ensures a safe physical environment and safe school climate, a well as our school safety compliance that ensures required child abuse reporting procedures, suspension and expulsion policies, due process, notification to teachers about dangerous pupils, sexual harassment policy, school-wide dress code, procedure for safe ingress and egress from school, procedures to ensure a safe and orderly environment and rules and procedures on school discipline. Monthly disaster drills are scheduled and practice school-wide to ensure student safety procedures. The plan was recently reviewed and discussed with the staff in October 2025. School Site Council last approved the Ray Wiltsey School Safety Plan in October 2025.

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.

## 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	0

## 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	

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	28	9	1
Mathematics	19	22	3	1
Science	19	22	2	2
Social Science	21	15	7	2

## 2024-25 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

## 2024-25 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	1

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
<b>School Site</b>	\$8,366	\$1,576	\$6,790	\$115,793
<b>District</b>	N/A	N/A	1608.0	\$110,380
<b>Percent Difference - School Site and District</b>	N/A	N/A	123.4	10.1
<b>State</b>	N/A	N/A	\$11,146	\$101,700
<b>Percent Difference - School Site and State</b>	N/A	N/A	-45.3	18.4

## Fiscal Year 2024-25 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
- 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/Accommodations 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
- 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
<b>Beginning Teacher Salary</b>	\$69,782	\$61,597
<b>Mid-Range Teacher Salary</b>	\$105,685	\$98,902
<b>Highest Teacher Salary</b>	\$129,830	\$126,340
<b>Average Principal Salary (Elementary)</b>	\$183,587	\$158,383
<b>Average Principal Salary (Middle)</b>	\$189,187	\$165,207
<b>Average Principal Salary (High)</b>		\$162,237
<b>Superintendent Salary</b>	\$386,975	\$288,332
<b>Percent of Budget for Teacher Salaries</b>	31.51%	31.29%
<b>Percent of Budget for Administrative Salaries</b>	4.89%	5.38%

## 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	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	8	8	8