

Vernon Middle School

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.

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/ .

2025-26 School Contact Information

School Name	Vernon Middle School
Street	9775 Vernon Avenue
City, State, Zip	Montclair, CA 91763
Phone Number	909-624-5036
Principal	Timothy D. Gallegos
Email Address	timothy.gallegos@omsd.net
School Website	www.omsd.net/vernon
Grade Span	7-8
County-District-School (CDS) Code	36-67819-6036420

2025-26 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

2025-26 School Description and Mission Statement

The mission of Vernon Middle School, a proud and diverse community, is to inspire and empower students to become lifelong achievers through a shared commitment to providing a superior education. Our school motto reflects our mission, "Striving for Success". This year marks Vernon Middle School's 68th year of dedicated service to students in the Ontario-Montclair School District.

As a leader in technological innovation, Vernon equips all teachers and administrative staff with laptops connected to a robust school-wide wireless network. Academic classrooms are outfitted with state-of-the-art tools, including interactive projectors and document cameras, ensuring a cutting-edge instructional environment. Vernon is a 1:1 school where each student is issued a

2025-26 School Description and Mission Statement

chromebook to bring back and forth to school. The chromebooks is their to use all school year long. Lastly, this year Vernon updated all student computers and all students have the top of the line technology in their hands at all times.

Vernon takes pride in its robust AVID (Advancement Via Individual Determination) program, which includes 4 dedicated sections to AVID instruction and the robust implementation of AVID strategies schoolwide. As an AVID Demonstration School, Vernon exemplifies rigor and structure, preparing students for academic success. In addition, Vernon is a district leader in offering electives in the visual and performing arts, with 25 sections available. Our conitnued collaboration with Buena Vista Magnet School further expand opportunities in visual and performing arts for our students, whereby our students have the opportunity to participate in a large theater production held every Spring.

The Vernon staff is deeply committed to addressing the academic, social, and emotional needs of early adolescents. Our Student Services Department consists of a Counsleor, Counselor/Outreach Consultant, and 2 Student and Family Outreach Assistants who work collaboratively to identify individual student needs, providing targeted interventions and enrichment opportunities to help every student reach their full potential and support familiies with indentified needs. In addition, our student services team operate a wellness center that all students have the opportunity to benefit from if needed.

Students are celebrated and supported through numerous opportunities for achievement, including recognition assemblies, performing arts showcases, and athletic competitions. To foster positive behavior and reduce disciplinary referrals, Vernon's administration and Campus Mentor/Security team manage behavior management initiatives. In addition, the administrative team works collaboratively and closely with our Alternative Learning Center to ensure that our students are provided the SEL support and restorative practices strategies to make postive change for the good of the school community. Furthermore, Vernon has implemented Positive Behavior Interventions and Supports (PBIS) school-wide, earning recognition for excellence, including Gold Medal recognition in 2018-2019, 2021-2022, 2022-2023, 2023-2024. and 2024-2025

Aligned with district-wide goals, Vernon teachers participate in ongoing professional development focused on the California State Standards and Smarter Balanced Assessments. Our teachers continue to use the i-Ready diagnostic assessments in English Language Arts and mathematics, which continue to provide actionable data to inform and enhance instruction. Teachers are provided time to collaborate within PLCs and have several earmarked days within the school year to review student data, plan first best instruction, and plan strategic intervention.

Vernon Middle School remains dedicated to fostering an environment where students can thrive academically, socially, and emotionally while celebrating their achievements and preparing them for future success.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	299
Grade 8	281
Total Enrollment	580

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	51
American Indian or Alaska Native	0.7
Asian	1.4
Black or African American	4
Filipino	0.2
Hispanic or Latino	88.6
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.9
White	4.1
English Learners	20.2
Foster Youth	0.5
Homeless	12.2
Socioeconomically Disadvantaged	86.7
Students with Disabilities	14.3

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.3	92.1	888.8	90.57	234405.2	84
Intern Credential Holders Properly Assigned	0.9	3.01	5.9	0.61	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	0.61	17.5	1.78	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	4.22	9.7	0.99	11953.1	4.28
Unknown/Incomplete/NA	0	0	59.3	6.04	15831.9	5.67
Total Teaching Positions	32.9	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.9	84.29	891.1	92.2	231142.4	83.24
Intern Credential Holders Properly Assigned	1	3.25	6	0.62	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	6.49	18	1.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	5.1	0.53	11746.9	4.23
Unknown/Incomplete/NA	1.8	5.94	46.2	4.79	14303.8	5.15
Total Teaching Positions	30.8	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.3	88.26	893	92.39	230039.4	100
Intern Credential Holders Properly Assigned	0	0	9.3	0.96	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	7.8	0.82	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.2	7.1	13.1	1.36	12112.8	4.34
Unknown/Incomplete/NA	1.4	4.61	43.1	4.46	13705.8	4.91
Total Teaching Positions	31	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
Permits and Waivers	0.00	0.3	0
Misassignments	0.20	1.6	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.20	2	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.60	0	0.5
Local Assignment Options	0.80	0	1.6
Total Out-of-Field Teachers	1.30	0	2.2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	6	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	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
Reading/Language Arts	6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016)	0%
Mathematics	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%
Science	6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	0%
History-Social Science	6-8 My World Interactive (Pearson) - Adopted 2018	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.	0%
Health	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%

Visual and Performing Arts	<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%
Science Laboratory Equipment (grades 9-12)	N/A	N/A

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

School Facility Conditions and Planned Improvements

Vernon Middle School first opened in 1957 as Vernon Junior High School. The school has 28 regular and 13 portable classrooms on the campus (one of the 13 is owned by the county and is not accessible to Vernon staff/students). Five of the portables were installed prior to 1990, 7 were installed in 2001-2002, and the last protable (wellness space) was recently installed in November/December of 2024. Our campus includes a fairly new building (2019) which houses a large basketball gym, theatre stage, makerspace classroom, and a multi-media space. Vernon has a small multi-purpose room (500 max. occupancy), an administration building (admin offices, nurse's office, school psychologist's office, attendance/records clerk office, a staff workroom/meeting room, and student services department), a library, and a kitchen facility operated by OMSD food services department. Vernon serves 1 SDC/mod-intesive needs classroom, two SDC/mild-moderate classrooms, and RSP inclusion. A small room houses our Special Education files. We also have a dedicated parent center for all parent meetings and workshps and have a permanent space for out school's student store. The ASES, our after school program is assigned 2 classrooms and shares a 3rd, which they occupy at the end of the school day. There are no current or planned facility improvements.

To promote safety, Vernon 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 the school premises. All visitors must use our Raptor system by presenting their government issued ID and/or district ID badge into the Rapture machine which scans their ID to ensure they are allowed to be on school grounds. Signage has been placed at all gates directing visitors to check in at the front office. All staff members have been provided with district ID badges. In addition, all students have been provided school identification cards. Vernon offers student supervision before school, during school and after school. Supervision in the morning and after school is done by administrative team, admin support team, proctors, and teachers assigned to a designated area. Lunch supervision is offered by administrative team, admin support team, and proctors. Students enter school in the morning through a gate next to the Multipurpose room. Students are monitored entering this gate by either the Principal, Assistant Principal, Campus Mentor or Campus Safety Officer. Students congregate at the covered lunch shelter area until the bell rings at 7:55 to go to their classrooms. Breakfast is available starting at 7:35 am. Vernon has 2 lunch periods, each 30 minutes in length, where students have the opportunity to eat a healthy meal provided by our District Food Services team and have time to engage in various activities. We employ five proctors to help supervise before school, during lunch, and after school. At dismissal, students must either exit at the gate next to the multipurpose room or the north gate on San Bernardino Ave. Students are given 10 minutes to exit campus. Any remaining students are escorted to a waiting area just west of the office to wait for parent pick-up.

Ontario-Montclair 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 Ontario-Montclair School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the Ontario-Montclair School District uses a facility survey instrument

School Facility Conditions and Planned Improvements

developed by the State of California OPSC. The results of this survey are available at the school office or Ontario-Montclair School District office. The LEA governing board has adopted cleaning standards for all schools in the Ontario-Montclair School District. A summary of these standards is available at the school office or at the Ontario-Montclair School District office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. OMSD participates in the state's School Deferred Maintenance Program, which provides state matching funds in order to assist schools with the expenditures for major repairs and upgrades. Typically, this includes the following: roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, floor, and carpeting. Each year the district matches the required allotment set by the state in order to participate in the deferred maintenance program.

Year and month of the most recent FIT report

December 4, 2025

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			Replace missing and broken 12" ceiling tiles. Check roof for leaks and repair as needed. FY25-26-56097. Completed 1/6/2026 Patch hole in drywall on east wall at floor next to door. Patch and paint as needed. FY25-26-56095, In Progress Install missing raceway cover in Dr. Hughes and Principal office. This is located above interior doorways. FY25-26-56092. In Progress
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Repair light not working in south mechanical room next to rm. 1. FY25-26-56110. In Progress Install exterior light with photocell control. FY25-26-56106. Completed 1/12/2026 Remove old intercom handset no longer in use. FY25-26-56104. Completed 12/18/25 Remove old intercom and clock system. When complete forward to GT's to cover. See Doug if any questions. FY25-26-56091. In Progress
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Repair hi drinking fountain that is leaking on south side of rm. 12. FY25-26-56111. Completed 1/6/2026 Repair hi drinking fountain that is leaking on south side of rm. 12. FY25-26-56111. Completed 1/6/2026 Exterior hi drinking fountain on south side of Rm. 5 is leaking. FY25-26-56108. Completed 1/6/2026
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Repair/replace siding at S/W corner of building. FY25-26-56116. In Progress Check/repair underside of north breezeway that has significant cracking. FY25-26-56109. In Progress Replace T-111 overhang and siding on west side. FY25-26-56102. In Progress
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Hi/lo drinking fountain is leaking at Rm. 33. FY25-26-56119. Completed 1/6/2026

School Facility Conditions and Planned Improvements

			<p>Door is not latching closed. FY25-26-56117. 12/16/2025</p> <p>Door is sticking when going out using panic bar. FY25-26-56115. 12/16/2025.</p> <p>Patch hole in concrete at s/E corner of G building. FY25-26-56114. 12/16/2025</p> <p>Remove cardboard covering vision panel in east door and install blackout film. FY25-26-56105. In Progress</p> <p>Paint chipped restroom doors, exterior door and doorway next to restrooms. FY25-26-56093. in Progress</p>
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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
English Language Arts/Literacy (grades 3-8 and 11)	42	43	41	44	47	48
Mathematics (grades 3-8 and 11)	26	25	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	586	573	97.78	2.22	42.66
Female	294	287	97.62	2.38	46.34
Male	292	286	97.95	2.05	38.95
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	25	25	100.00	0.00	32.00
Filipino	--	--	--	--	--
Hispanic or Latino	518	506	97.68	2.32	41.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	24	23	95.83	4.17	69.57
English Learners	101	92	91.09	8.91	2.17
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	323	315	97.52	2.48	41.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	88	87	98.86	1.14	14.94

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
All Students	586	580	98.98	1.02	25.43
Female	294	289	98.30	1.70	21.18
Male	292	291	99.66	0.34	29.66
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	25	25	100.00	0.00	16.00
Filipino	--	--	--	--	--
Hispanic or Latino	518	513	99.03	0.97	24.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	24	23	95.83	4.17	47.83
English Learners	101	100	99.01	0.99	4.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	323	318	98.45	1.55	21.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	88	86	97.73	2.27	4.71

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
Science (grades 5, 8 and high school)	18.89	15.81	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	278	274	98.56	1.44	15.81
Female	139	137	98.56	1.44	8.82
Male	139	137	98.56	1.44	22.79
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	250	247	98.80	1.20	14.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	10	90.91	9.09	--
English Learners	41	41	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	147	145	98.64	1.36	13.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	42	91.30	8.70	7.14

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	95.40%	94.40%	94.70%	95.40%	94.70%

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

Vernon Middle School encourages meaningful parental involvement through programs and services that stimulate student motivation, success, and emotional support. Parents are encouraged to join Vernon's School Site Council (SSC). The School Site Council is the decision-making body for their involvement in the planning, review, and improvement of categorical programs such as Title 1, At-Risk, and English Learner Programs. Parents of English Learners are invited to join Vernon's Site English Language Parent Advisory Committee (SELPAC), which is the advisory group for ensuring the progress of English language development for English Language Learners. We also hold regular meetings for those parents whose students are in our Gifted and Talented Education (GATE) and for parents whose students are in our Students With Disabilities (SWD) programs. We offer a Coffee with the Principal as a way for parents to dialogue with the administration and to learn about new opportunities at Vernon. Our Counselor & Outreach Consultant (CORC) and 2 Student Family Outreach Assistants (SFOA) support with parent workshops, volunteer opportunities, and outreach services. In addition, they have a monthly Morning Brew meeting where they provide parents an opportunity to learn about an array of topics concerning the social/emotional development of their middle school students. Our Vernon VAPA Booster Club is a parent group that fundraises for activities and incentives for students in The Arts Conservatory at Vernon. All parents have access to Parent Square and Parent Q Connect as means to communicate with their student's teachers and/or to see the academic progress of their student(s). Vernon also communicates to parents and other school partners via our School Website and our school's official Instagram page. Finally, we post highlights of our various school activities on our Instagram and keep a comprehensive calendar on our school website where parents can find up to date information on our school's activities.

Contact: Timothy D. Gallegos (909) 624-5036

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	629	619	72	11.6
Female	311	304	31	10.2
Male	318	315	41	13.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	26	26	5	19.2
Filipino	--	--	--	--
Hispanic or Latino	557	547	64	11.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	27	27	2	7.4
English Learners	141	138	10	7.2
Foster Youth	--	--	--	--
Homeless	100	99	14	14.1
Socioeconomically Disadvantaged	560	553	66	11.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	96	94	9	9.6

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
2.02	0.94	5.25	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	5.25	0.00
Female	3.22	0.00
Male	7.23	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	11.54	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.03	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	7.41	0.00
English Learners	4.26	0.00
Foster Youth	0.00	0.00
Homeless	3.00	0.00
Socioeconomically Disadvantaged	5.36	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.17	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

Vernon Middle School: Comprehensive Safety and Security Measures (2025/26)

Vernon Middle School is committed to maintaining a safe, clean, and secure environment for all students, staff, and visitors. Rigorous supervision is provided by staff and administration before, during, and after school hours. Each morning, students are welcomed by staff and required to enter the campus through a single designated main entrance. During instructional hours, all perimeter gates are secured, with campus access limited to one controlled entry point through the main office.

The Campus Safety Officer plays an integral role in ensuring safety by conducting routine inspections of gates, hallways, and restrooms throughout the day. The officer also provides active supervision during critical times, including before school, passing periods, instructional periods, lunch, after-school, and at special events.

All visitors are required to check in at the main office using the Raptor visitor management system. Visitor identification badges are issued and must be visibly displayed when accessing areas beyond the main office.

The school's safety plan is reviewed and updated annually under the leadership of the Principal, Assistant Principal, and the School Safety Planning Committee. This comprehensive plan is presented to the school site council for approval and once approved forwarded to the district for board approval. Once the plan is approved by the board, the plan is clearly communicated to staff, students, and all school partners; including parents. A hard copy of the plan is always available, upon request, for anyone to review. The most recent Comprehensive School Safety Plan was revised and approved by our school site council in November 2025. It has been shared with our staff, students, and school partners to ensure that everyone within the school community is aware of our safety procedures and protocols.

Key components of the Vernon Middle School Comprehensive Safety Plan include:

- A disaster preparedness framework, outlining designated personnel and response teams.
- A schedule of ten disaster preparedness drills conducted throughout the academic year.
- Clearly articulated school rules and disciplinary procedures, documented in student agenda books.
- Targeted staff training sessions focused on behavior management and the school's safety protocols.

The School Safety Planning Committee meets regularly to evaluate and refine the plan, ensuring it aligns with best practices and addresses the evolving safety needs of the school community. The safety plan was presented to staff in August 2025.

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	23	9	22	1
Mathematics	26	3	25	0
Science	26	2	20	1
Social Science	26	2	20	1

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	22	12	20	
Mathematics	24	9	15	3
Science	26	3	17	2
Social Science	25	5	18	

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	25	5	23	
Mathematics	24	7	19	1
Science	25	4	18	1
Social Science	26	3	19	

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	0

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)	
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 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
School Site	10,250	2,601	7,648	120,174
District	N/A	N/A	1608.0	\$110,380
Percent Difference - School Site and District	N/A	N/A	130.5	13.8
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-33.9	22.0

Fiscal Year 2024-25 Types of Services Funded

Vernon is a school-wide Title 1 school. Our school site council and leadership team determine which services are needed and prioritize these different categorical funds to provide programs that will best benefit our school population. Services provided by these funds include funding1 mentor, and the school's AVID tutors. Funds from categorical grants also fund several technology advancements in language arts and math classrooms such as interactive whiteboards, vertical whiteboard supplies, educational software, and training needed to properly and adequately utilize the platform in the classrooms. All technology needs supported by Title 1 funding is to increase student achievement in language arts and math. These funds also provide for staff professional development opportunities, Professional Learning Community training and collaboration time. These programs help Vernon achieve its goals for staff development and student achievement. In addition, categorical funds provide for additional instructional supplies such as supplemental reading materials, supplemental math software, and classroom computers. Categorical funds were also used to support classrooms with technology and instructional materials to meet the needs of intensive level reading students. These types of services are monitored by our School-Site Council and our Site English Learner Parent Advisory Committee (SELPAC) to make sure students are being served according to our strategic plan and that parents are being involved in all decision making processes and communicated with on a regular basis.

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

Professional Development

Vernon Middle School offers research-based, on-going professional development for certificated and classified employees aligned with the district's initiatives. 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 SIST team and MTSS Leadership teams, which has worked to offer staff differentiated professional development for the last six school years. The focus of all professional development is based on the August 2025 instructional priorities outlined in the goals and objectives of our MTSS Leadership Team and by the needs expressed by both our classified and certificated employees. Professional development at the site level addresses the core curriculum instructional delivery through WICOR instructional strategies, standards-based instruction, and classroom management. In addition, the site level professional development includes workshop sessions and classroom support for teachers, support for beginning teachers through the district's induction program, courses for teachers working towards their teaching credentials, technology training and classroom support, compliance related workshops and a variety of job-specific and mandated trainings for classified and certificated employees.

Vernon has several sustained initiatives that are aligned with the OMSD's long-term goals and initiatives, which include preparation for the implementation of the CCSS and SBAC testing. All certificated employees have received training in close reading strategies, dialogic talk, positive behavior intervention supports, and AVID strategies. Vernon's Instructional coach is trained by the district to provide ongoing support for our certificated staff with respect to district wide initiatives and various instructional programs. Professional Development occurs two Tuesdays a month from 1:00-2:30. One Tuesday is devoted to training; the other is typically devoted to Professional Learning Committees or AVID Training. Generally, what is learned at the training Tuesday, is discussed and implemented at the PLC Tuesday. This year the professional development focus has been on using AVID strategies, cooperative learning strategies, and differentiation strategies for all students, including our English Learner and Students with disabilities to increase student collaboration and academic growth.

Substitutes are provided for Math, Language Arts, Science, and Social Studies teachers to analyze student diagnostic and state assessment data toward overall school and district goals. Release time is also provided for PLC teams to plan and create Common Core lessons. Teachers carefully monitor individual ELL and Special Needs students to determine not only their progress but to discuss and plan for student-specific interventions. Through the PLC and data analysis process, teachers determine their specific department's needs, including such things as subject-specific training, lesson studies, and sharing best practices.

The site instructional coach has provided teacher support on the use of our data system "Illuminate", the i-ready diagnostic platform, and ELlevation (our data center for our Multilingual Learners). Teachers have direct access to up-to-date data for individual, class, and grade level students. Through the use of various ELA and math educational software/platforms (No Red Ink and Next Gen Math) teachers and students get instant results on teacher made benchmarks and common assessments. The instructional Coach continues to offer Professional Development and classroom support for these platforms as well.

Professional Development

Additional training is provided by OMSD for teachers teaching ILit, AVID, and Integrated Mathematics. PLC lead teachers attend training on the implementation of school-wide PLC's throughout the school year. The Administrative Team attends and supports all meetings mentioned above.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	23	24	30