

Buena Vista Arts-integrated Magnet School

5685 San Bernardino Street • Montclair, CA 91763 • 909-984-9556 • Grades K-6

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<https://www.omsd.net/Domain/11>



2019-20 School Accountability Report Card Published During the 2020-21 School Year

Ontario-Montclair School District

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District Governing Board

Elvia M. Rivas- President

Kristen Brake- Vice President

Sonia Alvarado- Clerk

Sarah S. Galvez- Member

Flora Martinez- Member

District Administration

Dr. James Q. Hammond
Superintendent

School Description

Buena Vista Arts-integrated Magnet School enjoys a rich academic and artistic culture that makes the school unique. Parents, teachers, support staff, and administration value each student's unique talents and all have important roles in helping support a community that encourages creativity. Buena Vista Arts-integrated Magnet School is a school of choice for the parents and students of the Ontario-Montclair School District. Students who live within the boundaries of the Ontario-Montclair School District may apply to attend Buena Vista through an intra-district transfer. Students outside of the district apply to Buena Vista through the district's inter-district transfer process. The Visual and Performing Arts (VAPA) curriculum is incorporated within each subject area and the students are provided with 1-2 hours of Studio Time each week. During Studio Time, each teacher has a specialty or an area of interest that they teach to the students based on the California VAPA Standards. Students are able to explore the areas of music, drama, visual arts, and dance each year. For visual arts, the school has supplies for all art media. There is a stage in the multi-purpose room for all classes to practice and showcase the wide range of student talent we have on campus. Other VAPA extracurricular activities include the Buena Vista Choir, Dance Club, Photography Club, and the annual musical that is open for all students to participate. Buena Vista earned Silver Medal recognition for California State PBIS participation in the 2018-2019 school year. Additionally, Buena Vista earned the Community Cares recognition in the spring of 2020.

Through the analysis and continuous monitoring of data, the teachers implement interventions, accommodations, and enrichment activities to ensure that all students are proficient or advanced on the California Assessment of Student Performance and Progress (CAASPP) System. The students are monitored annually by Smarter Balanced Summative Assessments for English language arts (ELA) and mathematics in grades third through sixth. In addition, students are also regularly monitored throughout the school year using district assessments that include the Reading Inventory (RI), Foundational Assessments for ELA, and Performance Tasks for ELA and math. Teacher developed standards-based assessments are also utilized for evaluating student progress. The teachers meet throughout the year to analyze classroom data and make important instructional decisions to ensure we are meeting the needs of all students.

To further enrich the learning experience of all Buena Vista students, there are interactive projectors in each classroom, a fully equipped library, Scholastic Reading Counts incentive program, several computer-based reading and programs, and multiple opportunities to learn through the arts.

Mission Statement:

Our mission at Buena Vista Arts-integrated Magnet School is to guarantee high standards of excellence for scholars in an environment that promotes the arts. This will be achieved by providing a comprehensive standards-based education in academics, dance, music, theatre, and visual arts. The school community will encourage individual student talents, creativity, passion, and their love of the arts.

Goals and Objectives:

Under the umbrella of our mission statement our school has developed an action plan consisting of 4 goals:

1. Promote the visual and performing arts
 - a. across all content areas
 - b. provide a variety of extra-curricular opportunities
 - c. promote the arts in college and career
2. Promote health and wellness in a safe and positive environment
 - a. supporting healthy habits
 - b. promoting an active lifestyle
 - c. promoting safety, respect, and responsibility
3. Provide effective instruction aligned to Common Core State Standards
 - a. developing critical reading and writing skills across content
 - b. promote student engagement and collaboration
 - c. develop academic language
 - d. foster higher level thinking
 - e. build technological capacities
4. Promote a college-bound and career-driven culture
 - a. build a relationship with Promise Scholars
 - b. promote the arts in college and career
 - c. develop college and career partnerships

About the SARC

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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	68
Grade 1	51
Grade 2	51
Grade 3	50
Grade 4	59
Grade 5	54
Grade 6	60
Total Enrollment	393

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0.3
Asian	0.8
Filipino	1
Hispanic or Latino	87
White	5.9
Two or More Races	1.8
Socioeconomically Disadvantaged	70.2
English Learners	9.4
Students with Disabilities	6.6
Foster Youth	0.8
Homeless	3.8

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

Teacher Credentials for Buena Vista Arts-	18-19	19-20	20-21
With Full Credential	17	17	17
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Ontario-Montclair School District	18-19	19-20	20-21
With Full Credential	♦	♦	925
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	11

Teacher Misassignments and Vacant Teacher Positions at Buena Vista Arts-integrated Magnet School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-6 Wonders (McGraw-Hill) - Adopted 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>TK-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program. 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.</p> <p>*TK mathematics materials are from the most recent local adoption. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>TK- Big Day Houghton-Mifflin- Adopted 2016 K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-5 California Vistas (Macmillan/McGraw-Hill) - Adopted 2006* 6-8 My World Interactive (Pearson) - Adopted 2018</p> <p>*K-5 History/Social Science materials are not from the most recent state adoption; however, the district has determined through local review that the materials are still aligned to current state standards.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>Spanish II S, High School Credit Course, Vista, Imagina, 4th Edition, adopted May 2020 Spanish for Native Speakers, McDougal Littell, Tu Mundo, 2008, adopted July 2008 Beginning Spanish, Prentice Hall, Realidades, 2008, adopted July 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008 6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Campus Safety:

Buena Vista Arts has adequate classroom, staff, and ancillary spaces. Buena Vista Arts has 19 classrooms, a multi-purpose room, a library, and an administration building. The main campus was built in 1966. The site was used for various district purposes. The site has served as a school for children with special needs, an adult education school, an Opportunity School for junior high school students, a training center for dental hygienists, offices for music and art teachers, and the district Technology and Materials Center. In September of 1990, Buena Vista became a kindergarten school. Buena Vista became Buena Vista Arts-integrated School in September 1994. The school is now called Buena Vista Arts-integrated Magnet School and encompasses grades TK through 6.

To promote safety, Buena Vista Arts 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. Our school follows district volunteer application guidelines for anyone volunteering on campus or on field trips. Buena Vista Arts offers student supervision before school, during school and after school. Supervision in the morning is done by the administrative team, support staff, and Proctors. Recess duty supervision is offered by teachers and proctors. Adult proctors supervise lunch and lunch recess. After-school supervision is offered by the administrative team, support staff and teachers.

Maintenance:

The Ontario-Montclair 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 developed by the State of California OPSC. The results are available at the school office or the Ontario-Montclair 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 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.

No findings to report. No sites in the district were open for in-person learning therefore facilities inspections were not conducted. Inspections will take place once sites re-open for in-person learning.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 10/29/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	54	N/A	44	N/A	50	N/A
Math	49	N/A	36	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	28	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

Buena Vista Arts-integrated Magnet School recognizes that parents are an essential piece of their child's education; involvement is necessary. The parents are encouraged to be active in supporting the school by attending Back-to-School Night, parent conferences, parent workshops, and performance nights. Committees and/or organizations that include parent involvement are School Site Council (SSC), Site English Learner Parent Advisory Committee (SELPAC), Gifted and Talented Education (GATE), Parents of students with disabilities (SPED), and Parent Teacher Organization (PTO). All of these school site committees and/or organizations are comprised of parents/guardians, certificated and classified staff members, and administrative staff; parents are elected for SSC and PTO. Regularly scheduled meetings occur for all of the committees during the school year. The PTO parent volunteer group supports students through fundraisers, sponsoring school-wide events, and supplying materials for student activities.

Communication with the school community is a high priority at Buena Vista. Individual teachers send home weekly or monthly progress reports and make personal contact with parents/guardians when appropriate. The principal sends home monthly reminders that inform the school community of events on campus as well as other pertinent information. All teachers and support staff personnel are also available to students and parents through e-mail communication. Buena Vista's Marquee, ConnectED phone system, and website provide information to our community and help promote upcoming events, and share other important information on an ongoing basis.

Parent Contact: Mr. Jamemy Barnett, Principal, and Mrs. Kimberly Martindale, Assistant Principal Phone: (909) 984-9556

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.

School Safety Plan (School Year 2020-2021)**Campus Safety:**

The Comprehensive School Site Safety Plan was developed for Buena Vista Arts in collaboration with the School Site Council, and the district office, and local agencies. 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 school climate, as well as our school safety compliance that ensures required child abuse reporting procedures, suspension and expulsion policies, due process, notification to teachers about dangerous pupils, sexual harassment, 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 practiced school-wide to ensure student safety procedures. School Site Council last approved the Buena Vista Arts Comprehensive Safety Plan on February 20, 2020. An approved copy of the school site safety plan may be obtained at the Buena Vista main office or the Ontario-Montclair School District office.

The students at Buena Vista Arts-integrated Magnet School are supervised at all times during school hours. Five classified personnel are assigned recess duty in the morning and lunchtime recesses. They are assigned to the playground areas and Multipurpose Room/Cafeteria line and tables. Two certificated teachers are assigned supervision duty on the playground before school and during the afternoon recess. Certificated staff members also are assigned weekly duties to supervise arrival and dismissal of students. Buena Vista Arts-integrated Magnet School is a closed campus. Access to the campus is only made after the visitor has checked in through the Raptor System in the front office. Visitors are provided a visitor's sticker to wear and are required to wear it for the duration of their visit. All staff members are required to visibly wear their District issued ID badges. Our school follows district volunteer application guidelines for anyone volunteering on campus or on field trips.

School Facilities:

Buena Vista Arts-Integrated was opened in 1966. The site was used for various district purposes. The site has served as a school for children with special needs, an adult education school, an Opportunity School for junior high school students, a training center for dental hygienists, offices for music and art teachers, and the district Technology and Materials Center. In September of 1990, Buena Vista became a kindergarten school. Buena Vista became Buena Vista Arts-integrated School in September 1994. The school is now called Buena Vista Arts-integrated Magnet School and encompasses grades TK through 6. With the completion of the Multi-purpose Room in June 2008, the school now has 18 working restrooms. There are 19 classrooms, 13 of the classrooms are portables.

Maintenance:

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 survey instrument Custodial Fit Evaluation Report. No findings to report at this time. No sites in the district were open for in-person learning therefore facilities inspections were not conducted. Inspections will take place once sites re-open for in-person learning.

The campus is kept clean and in working order by two full-time custodians. The head custodian provides the staff with a daily cleaning schedule, which is posted in the staff lounge. The administration office, classrooms, and all restrooms are cleaned daily. Administrators meet with the Head Custodian weekly to discuss the current status of the school facilities and upcoming events. 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 is processed to ensure efficient service and that emergency repairs are given the highest priority.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.2	0.5	2.4	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	0.8	
Expulsions	0	0	0.08%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (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	1

*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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23		3		23		3		23	1	2	
1	26		2		24		2		26		2	
2	27		2		24		2		26		2	
3	26		2		27		2		25		2	
4	30		2		27		2		30		2	
5	31		1		30		1		41		1	1
6	44		1	1	45		1	1	30		2	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	9

Buena Vista Arts-integrated and the Ontario-Montclair School District offer 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 the needed skills to provide quality services in order to maximize student learning and achievement. Professional development courses and programs are developed and coordinated through the district's Learning and Teaching department 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.

Professional development at the site and district levels address the core curriculum, instructional and student engagement strategies, English Language support, and standards-based instruction. In addition, district-level professional development includes workshop sessions and classroom support for beginning teachers (BTSA), courses for teachers working towards completing their teaching credentials, support for teachers through the Peer Assistance and Review program (PAR), technology training and classroom support, leadership development for administrators, compliance related workshops, and a variety of job-specific and mandated training for classified employees. OMSD has several sustained initiatives including implementation of Common Core State Standards, Professional Learning Communities, standards-based instruction, genre writing, common assessments, ELD, and MTSS. Instructional teams are trained by the district to provide ongoing support at each site to ensure and support the correct implementation in each classroom.

Professional Development at Buena Vista is based on multiple metrics derived from our student assessment data. PD is provided to teachers to support best first instruction in ELA and Math, including strategies to support English Learners. It is also provided to support teachers on meeting the needs of English learners and effective instruction to support language proficiency. Professional development provided to support teachers on engagement strategies and rigorous learning tasks has also been a need. Teachers are provided with a wide variety of support as needed from site support staff and administration, including supplemental materials, on and off-site observation opportunities as well as individual mentoring and assistance. This support focuses on best practices for teaching, refining teaching skills, and meeting individual student needs.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,369	\$51,004
Mid-Range Teacher Salary	\$86,028	\$82,919
Highest Teacher Salary	\$103,764	\$104,604
Average Principal Salary (ES)	\$137,496	\$131,277
Average Principal Salary (MS)	\$140,229	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$299,676	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
Administrative Salaries	6.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7453.0	\$781.0	\$6671.0	\$86348.0
District	N/A	N/A	\$1608.0	\$91,106
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	122.3	-5.4
School Site/ State	-15.0	2.5

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

Types of Services Funded

Multi Tiered Systems of Support (MTSS): Buena Vista Arts-integrated Magnet School employs three instructional aides to provide tiered instructional support to address targeted skills and concepts in the areas of ELA and Math. The instructional support includes providing small groups instruction to all grade levels based on needs identified through formative assessments.

Teacher on Assignment: A full-time Teacher on Assignment was employed at Buena Vista Arts-integrated Magnet School. The TOA provides VAPA curriculum and instructional support to all teachers including delivering professional development and model lessons. In addition, the TOA coordinates all site VAPA related activities.

Family and Collaborative Services (FCS): Buena Vista Arts-integrated Magnet School is part of the MCC, which provides a variety of social services for the students and their families. These services include but are not limited to, counseling, medical, dental, parenting classes and basic needs for the families of Buena Vista Arts-integrated School.

Extended Learning Program: These programs have been offered before, during, and after school for those students who are performing Below Grade Level (Far Below Basic, Below Basic and Basic) in either Language Arts or Mathematics.

Enrichment Programs: These programs incorporate GATE, visual and performing arts (VAPA), and wellness that are aligned to Buena Vista's mission and action plan. Additionally, Buena Vista Arts-integrated Magnet School Library Media Assistant supports student access to library books according to their lexile level.

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.