

Bon View Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Bon View Elementary School
Street	2121 S. Bon View Avenue
City, State, Zip	Ontario, Ca 91761
Phone Number	909-947-3932
Principal	Cristina Raskovic
Email Address	cristina.raskovic@omsd.net
Website	https://www.omsd.net/BonView
County-District-School (CDS) Code	36678196036149

Entity	Contact Information
District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
Website	https://www.omsd.net

School Description and Mission Statement (School Year 2019-20)

The mission of Bon View School is to empower globally minded scholars to take action and make a difference with integrity and responsibility through inquiry.

At Bon View, we ask each student to make a commitment to our International Baccalaureate Learner Profile attributes by being active participants in their learning and acting responsibly as an individual within our global community. Doing so will enable all to have a successful and enjoyable school year. Bon View 's staff considers it a privilege to educate the 740 students we serve in grades preschool through 6th grade. We know however, that we will get the best results when we have a total community effort that involves parents, volunteers and partners working along with the school to support, encourage and inspire our students. Because of our exceptional programs and the achievements of our students and staff, Bon View Elementary School is an authorized International Baccalaureate Elementary School. Our Primary Year's program provides all students with a transdisciplinary approach to ideas and concepts. We have several unique instructional programs to prepare our students to compete with students across the globe. Our special programs (music, art, specialized physical education, and language programs) allow students to develop their talents. Along with our International Baccalaureate focus, we have fully aligned the Common Core State Standards within our program. This adoption leads to a more rigorous approach to learning. Success and achievement are nurtured in our classrooms where teachers are committed to helping each student become global citizens in this world.

Our school is also committed to global awareness and cultural understanding. We are extremely proud of the efforts made to achieve International Baccalaureate World School authorization. Bon View is a unique setting in which students build fundamental skills, grow their curiosity, begin to understand themselves as learners and develop a sense of who they are as 21st-century citizens. The Bon View staff have made a commitment to the following initiatives: 1. A continued focus on promoting Professional Learning Communities among our staff members. We believe one of the most effective ways to address student achievement is for all instructional staff members to be consistent in instruction and committed to student success. 2. Responsiveness to Instruction. Our goal is to monitor all students for academic success along the way and be more proactive to address our students' learning needs. 3. Positive Behavior Intervention and Support. This initiative is to further support our students in promoting character education and responsible citizenship. Although we require students to work hard, many opportunities exists for participation in a multitude of extracurricular activities, including team sports, cultural interests, intellectual pursuits, GATE, etc. A student at our school may look forward to many highly rewarding educational and personal experiences. New academic vistas will be explored, new friendships will be made, new perspectives on life will be developed, and the opportunity to mature at Bon View Elementary.

In addition to the IB framework, we have also embedded the Advancement Via Individual Determination (AVID) framework to enhance our College Readiness skills in Preschool through 6th grade. Students in all grade levels benefit from being Organized, utilizing a calendar or agenda regularly, developing notetaking skills, and inquiring about their learning. We strive to develop lessons that are rich in WICOR, which stands for Writing, Inquiry, Collaboration, Organization, and Reading. AVID has supported our students in taking ownership in their learning.

Bon View is also a PBIS (Positive Behavior Intervention and Supports) School who values a positive approach to student discipline. We have high expectations of our students and teach students how to behave appropriately through multiple strategies. We recently were recognized by the PBIS Coalition as a PBIS Silver school in 2019. Our behavior expectations align with our IB Learner Profile. We support all students in being Thinkers, Open-Minded, Principled, Balanced, Reflective, Inquirers, Caring, Communicators, Courageous, and Knowledgeable. Ultimately, our goal at Bon View IB World School to empower globally minded students who take meaningful action to enhance their school, community, and world.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	114
Grade 1	90
Grade 2	100
Grade 3	96
Grade 4	101
Grade 5	90
Grade 6	85
Total Enrollment	676

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.2
American Indian or Alaska Native	1.5
Asian	1
Filipino	0.4
Hispanic or Latino	87.3
Native Hawaiian or Pacific Islander	0.1
White	3.8
Two or More Races	0.6
Socioeconomically Disadvantaged	89.6
English Learners	28.1
Students with Disabilities	9.6
Foster Youth	0.4
Homeless	10.4

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	29	30	29	963
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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 2019-20)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-6 Wonders (McGraw-Hill) - Adopted 2016	Yes	0%
Mathematics	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. *TK mathematics materials are from the most recent state adoption.	No	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	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	Yes	0%
History-Social Science	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 *K-6 History/Social Science materials are not from the most recent state adoption; however, the district is in the selection phase to adopt new materials. The district has determined through local review that the materials are still aligned to current state standards.	Yes	0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	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	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Bon View School was built originally in 1995. The school has a total of 33 classrooms, a library, and a multi-purpose room. The school is designed in pods to facilitate active learning in a stimulating environment. There are 11 portable classrooms that have been installed at various times. Three were installed with the original construction in 1995, five were added in 1997, and one was added in 2001. The administration building houses offices, a conference room, and staff work space. The school has a large field and enough equipment for student engagement. There are 21 restrooms, with 100% of the toilets in working condition. During the 17/18 school year the following projects were completed: 1. perimeter fence at the front of the school and on Philadelphia were heightened, additionally a wire mesh was added to the inside of the gate bars for heightened safety, and several portable classrooms received new carpet. A new portable classroom was installed in the summer of 2018 due to increased student enrollment. The front office was also provided new carpet in the summer of 2018. The school facility offers a good learning environment with fully functioning lighting, heating and cooling systems, and noise negation. Internet access is available in the office and all classrooms. Each classroom has at least 1 computer and a printer. The district Information Services Department maintains a content filter for all Internet traffic, including E-mail, in accordance with the Children's Internet Protection Act (CIPA) guidelines. For student safety, Bon View is a closed campus. The perimeter gates remain closed throughout the day, which maintains limited access to the school when in session. Noon aides and credentialed teachers provide supervision before, during and/or after school. All students enter the school through the front gates each morning. At all other times, parents and visitors enter the school through the office. District employees and substitutes all wear district-issued identification badges. The front gates are closed when school begins and are not opened until dismissal. Students who are checked out early are done so by the front office. All staff members are diligent about being aware of adults on campus at all times. Visitors without visitor badges are escorted to the front office for check-in. Additionally, at the end beginning of the 18/19 school year a raptor system for volunteers was installed for heightened security in the front office.

To promote safety, Ontario Elementary School is a closed campus; gates are closed during the school day and visitors must enter through the main office to sign in at 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. Ontario Elementary School offers student supervision before school, during school and after school. Supervision in the mornings is done by administrative team, support team, and Proctors beginning at 7:30 AM. Recess duty supervision and lunch supervision is offered by certificated staff, administrators and proctors. After school supervision is offered by administration team, support staff as well as teachers.

Bon View School is maintained in a manner that assures it is in good repair, functional and safe. The principal works with the custodial staff to make certain a daily cleaning schedule is maintained so classrooms, restrooms and the school grounds remain clean, safe and orderly, and that the floors, walls, and plumbing system are all in good repair. Site and district maintenance and grounds staffs make sure that the work necessary to keep the school in good working order and aesthetically pleasing are completed in a timely manner. A work order process is in use to ensure efficient service and that emergency repairs are given the highest priority. To assist in this effort, the district Operations Department annually conducts an in-depth evaluation of each school to determine the condition of the facilities and identify situations that need maintenance, repair or an upgrade. The district uses a facility survey instrument developed by the State of California Office of Public School Construction to assist with the data gathering during the inspections. All findings are shared with the principal and work orders for needed repairs are created at that time. The results of this survey are available at the school office or the district office and are outlined below. During the most recent Facility Conditions Evaluation conducted on August 21, 2019, by the County's William's Team, facilities and buildings, rooms, and grounds were found to be in "good repair." The Facility Inspection Tool was used throughout a walkthrough of our school. There were no extreme deficiencies found and two good repair deficiencies. The found good repair deficiencies were remedied at the time of the inspection as listed in the report, and as follows: Under Section 8. Restrooms: The POD E girls restroom: Soap/sanitizer dispensers damaged, broken or missing (work order #191155). Further, under Section 15. Windows/Doors/Gates/Fences: Playground: Fencing has holes or is not secured properly (work order # 191238).

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 overall rating

Year and month of the most recent FIT report: August 21, 2019

System Inspected	Rating	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	Pod E Girl's Restroom: Soap/Sanitizer dispensers damaged, broken or missing (work order #191155 completed 8/22/19)
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Playground: Fencing has holes or is not secured properly (work order #191238 completed 8/23/19)
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	35	37	43	44	50	50
Mathematics (grades 3-8 and 11)	22	27	31	36	38	39

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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	373	373	100.00	0.00	37.00
Male	211	211	100.00	0.00	35.55
Female	162	162	100.00	0.00	38.89
Black or African American	23	23	100.00	0.00	21.74
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	318	318	100.00	0.00	37.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	15	15	100.00	0.00	40.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	336	336	100.00	0.00	36.90
English Learners	157	157	100.00	0.00	30.57
Students with Disabilities	56	56	100.00	0.00	10.71
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	45	45	100.00	0.00	22.22

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	372	372	100.00	0.00	27.15
Male	211	211	100.00	0.00	27.01
Female	161	161	100.00	0.00	27.33
Black or African American	23	23	100.00	0.00	17.39
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	317	317	100.00	0.00	27.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	15	15	100.00	0.00	33.33
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	335	335	100.00	0.00	27.46
English Learners	157	157	100.00	0.00	22.93
Students with Disabilities	56	56	100.00	0.00	12.50
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	45	45	100.00	0.00	13.33

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	23.1	25.3	16.5

Note: 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.

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 2019-20)

Parents are welcomed as involved partners at Bon View School. Bon View parents and staff have developed a Parent Teacher Organization (PTO) to further provide opportunities for parents at the school. The PTO meets regularly to discuss opportunities to benefit the school. In addition, parents are active in our School Site Council, English Language Learner Advisory Council, and as volunteers. Parents attend district functions such as the Parent Leadership conference, monthly SELPAC and DELPAC meetings and parent education classes. Bon View Elementary works closely with families to encourage their involvement in our school activities. Attendance at Back-to-School Night, Open House, Parent-Teacher Conferences and student performances continue to increase. This year, we launched a class parent program where classes can be adopted by one parent who can communicate regularly with the classroom community.

Parent education opportunities are offered through parenting classes and the Latino Family Literacy project throughout the year. Monthly Coffee with the Principal meetings are held allowing parents a forum for questions and suggestions. Frequent guest speakers are featured at these meetings providing valuable topics including Internet safety, the state adopted materials to review , parenting resources, technology support for parent, language arts and math per parents request.

Regular communication is provided in both English and Spanish via Class dojo, Blackboard Connect, our Marquee located in the front of the school, our monthly newsletter, and school website. The school sends home important flyers and information each Tuesday in students' blue folder.

Parent contact: Mrs. Rapa at 909-947-3932 (Outreach Coordinator).

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.9	2.0	0.9	2.5	2.4	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was developed for Ontario Elementary 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, as well as our school safety compliance that ensures required child abuse reporting procedures, suspension and expulsion policies, due process, notification to teachers about dangerous pupils, sexual harassment policy, school-wide dress code, procedure for safe ingress and egress from school, procedures to ensure a safe and orderly environment and rules and procedures on school discipline. Monthly disaster drills are scheduled and practiced school-wide to ensure student safety procedures. The plan was recently reviewed and discussed with the staff in February 2019. School Site Council last approved the Ontario Elementary School Safety Plan on February 26, 2019. An approved copy of the school site safety plan may be obtained at Ontario Elementary School's main office or the Ontario-Montclair School District office.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	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	32		3	1	25		5		23		5	
1	26		4		26		3		23		4	
2	21	1	4		24		4		25		4	
3	24		4		27		4		24		4	
4	28		3		31		3		24		4	
5	26		3		27		3		29		3	
6	20	2	3		24	1	3		23	1	3	
Other**					26		1					

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	676.0

*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	

Title	Number of FTE* Assigned to School
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7174.56	967.10	6207.46	111,485.49
District	N/A	N/A	1497.90	\$87,821.00
Percent Difference - School Site and District	N/A	N/A	122.2	23.7
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-18.9	29.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

All students at Bon View receive standards-based instruction at their appropriate grade level. A Response to Intervention model is utilized for students in grades PK-6 within the three pillars of the MTSS framework and progress monitoring data is used to modify instruction on an ongoing basis. Teachers regularly examine student work samples and data at grade level planning meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-instruction accordingly.

School-wide teachers implement Universal Access time during their Language Arts block where they work in small groups providing students support to access grade level content while providing targeted intervention. Additional intervention action plans are developed when appropriate. The SST process is used to identify, monitor, and provide appropriate interventions for students at-risk.

Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family. State education funding provides instructional support in the form of an Intervention Teacher, a Magnet teacher, Outreach Coordinator to continually monitor student progress monthly and support informed decision making. Funds are also used to provide intervention programs for students who are at-risk or at-promise during the school day and after school. Supplemental programs that are utilized to meet the needs of students include Discovery education, Starfall and Mountain Math. Bon View also offers afterschool intervention classes to support and enrich student learning. These intervention classes are provided both by credentialed teachers and the intervention teacher. As an International Baccalaureate World school, Bon View offers an inquiry-based educational program with a global emphasis. As part of the IB program, students receive foreign language instruction, as well as music and PE Enrichment. In addition, as an IB school, a full-time IB library media specialist works with students on research and technology skills.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,733	\$45,741
Mid-Range Teacher Salary	\$83,119	\$81,840
Highest Teacher Salary	\$100,254	\$102,065
Average Principal Salary (Elementary)	\$132,145	\$129,221
Average Principal Salary (Middle)	\$134,622	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$289,542	\$224,581
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	8

The Ontario-Montclair School District offers research-based, on-going professional development for certificated, classified and management employees aligned with the district's long-term goals. Professional development is designed to help employees enhance their knowledge and develop needed skills to provide quality services in order to maximize student learning and achievement. Professional development courses and programs are developed and coordinated by the district Learning and Teaching Division and are held at a variety of district locations as well as on-site. The focus of all professional development is based on the instructional and management priorities outlined in the goals and objectives of the school plan for student achievement. In addition, paraprofessionals such as instructional aides are offered training through the District Education Center and Pupil Personnel Services department. Clerical and Custodial staff training also occurs through the Maintenance and Operations Department and by District Education Center personnel. The district also provides courses for teachers working towards their teaching credentials, support for veteran teachers through the Peer Assistance and Review program (PAR), technology training and classroom support, compliance related workshops and a variety of job-specific and mandated trainings for classified employees. OMSD has several sustained initiatives including writing development, language development, professional learning communities, and SMART goal planning. All teachers are in the process of attending training in the implementation of new Common Core State Standards. Professional development is offered primarily after-school, and during the school day on release days. This school year, classroom teachers have had an average of 8 days of professional development including curriculum planning, Leadership planning, Data/analysis planning, and professional development workshops including Kagan Cooperative Learning, NGSS, Eureka Math, AVID, and Literacy.

Staff development at Bon View is based on evaluations and observations from International Baccalaureate program consultants, district initiatives, and student and staff needs at the site. Student performance data, along with teacher and principal observations, help determine professional development needs. The focus of our staff development sessions have been in the areas of writing using Write from the Beginning, Common Core Math & ELA, inquiry-based learning approaches, and implementation of IB units of study. Additional professional development this year included AVID and Kagan cooperative learning. Ongoing focus areas include International Baccalaureate (IB) Category I and II training, Write from the Beginning training, inquiry learning, common core standards, and Response to Intervention and Instruction. Teachers meet regularly for collaboration, analyzing student data, and planning instruction based on student performance. This year, we launched the MTSS (Multi-Tiered Systems of Support) initiative where a leadership team is actively working on strengthening our systems for Academics, Behavior, and Social-Emotional student support.