

Buena Vista Arts-Integrated Magnet School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Buena Vista Arts-Integrated Magnet School
Street	5685 San Bernardino Street
City, State, Zip	Montclair, CA 91763
Phone Number	909-984-9556
Principal	Jamemy Barnett
Email Address	jamemy.barnett@omsd.net
School Website	https://www.omsd.net/Domain/11
County-District-School (CDS) Code	36678196036156

2022-23 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 Address	https://www.omsd.net

2022-23 School Overview

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, i-Movie Club, Cultural Heritage Club, and the annual musical play that is open for all students to participate. In 2018-2019, Buena Vista earned Silver level recognition for California State PBIS implementation. During the spring of 2020, Buena Vista received the Community Cares recognition, and Gold level recognition in 2021-2022 for PBIS implementation.

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 I Ready Assessment for ELA and Math, IAB Assessments, and Performance Tasks for ELA. Teachers also utilize standards-based assessments 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

2022-23 School Overview

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 this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	48
Grade 2	48
Grade 3	43
Grade 4	53
Grade 5	49
Grade 6	54
Total Enrollment	369

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
American Indian or Alaska Native	0.5
Asian	1.6
Black or African American	3.0
Filipino	0.3
Hispanic or Latino	87.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.9
White	5.7
English Learners	8.7
Foster Youth	0.5
Homeless	4.1
Migrant	0.0
Socioeconomically Disadvantaged	45.5
Students with Disabilities	7.6

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

2020-21 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)	17.00	100.00	847.80	91.38	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.65	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	13.80	1.49	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.00	0.65	12115.80	4.41
Unknown	0.00	0.00	54.10	5.83	18854.30	6.86
Total Teaching Positions	17.00	100.00	927.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK PreK On My Way (Scholastic) - Adopted 2022 K-6 Wonders (McGraw-Hill) - Adopted 2016	Yes	0%
Mathematics	TK PreK On My Way (Scholastic) - Adopted 2022 K-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020 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.	No	0%
Science	TK PreK On My Way (Scholastic) - Adopted 2022 K-5 California Inspire Science (McGraw Hill) - Adopted 2019	Yes	0%
History-Social Science	TK PreK On My Way (Scholastic) - Adopted 2022 K-5 California Vistas (Macmillan/McGraw- Hill) - Adopted 2006* *K-5 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%
Foreign Language	N/A		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	No	0%
Science Laboratory Equipment (grades 9-12)	N/A		0%

School Facility Conditions and Planned Improvements

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 support the growing programmatic needs of the campus, Buena Vista will be adding an additional portable classroom, playground replacement and shade structure addition.

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 supported 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.

Year and month of the most recent FIT report

12/14/2022

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	52	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	47	N/A	26	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	208	206	99.04	0.96	52.43
Female	91	91	100.00	0.00	61.54
Male	117	115	98.29	1.71	45.22
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	180	178	98.89	1.11	51.69
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	13	100.00	0.00	7.69
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	147	145	98.64	1.36	49.66
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	24	23	95.83	4.17	13.04

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	208	206	99.04	0.96	46.83
Female	91	91	100.00	0.00	43.96
Male	117	115	98.29	1.71	49.12
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	180	178	98.89	1.11	45.76
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	13	100.00	0.00	15.38
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	147	145	98.64	1.36	43.06
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	24	23	95.83	4.17	9.09

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	34	NT	19.46	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	52	50	96.15	3.85	34
Female	22	22	100	0	18.18
Male	30	28	93.33	6.67	46.43
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	45	43	95.56	4.44	32.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	37	94.87	5.13	27.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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 5	96%	96%	98%	98%	98%

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.

2022-23 Opportunities for Parental Involvement

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, Open House, parent-teacher 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 regular 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, ConnectedED phone system, Twitter, 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. Julie Baeskens, Assistant Principal Phone: (909) 984-9556

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	393	386	68	17.6
Female	194	189	30	15.9
Male	199	197	38	19.3
American Indian or Alaska Native	2	2	0	0.0
Asian	9	8	1	12.5
Black or African American	12	12	4	33.3
Filipino	1	1	0	0.0
Hispanic or Latino	340	335	61	18.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	7	1	14.3
White	22	21	1	4.8
English Learners	35	35	5	14.3
Foster Youth	2	2	0	0.0
Homeless	16	16	2	12.5
Socioeconomically Disadvantaged	264	263	48	18.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	40	38	4	10.5

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	1.64	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.25	0.03	1.69	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.25	0.00
Female	0.00	0.00
Male	0.50	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.29	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.38	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

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 17, 2022. 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. Six 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 administration staff with a daily cleaning schedule. The administration office, classrooms, and all restrooms are cleaned daily. Administrators meet with the Head Custodian regularly 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.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	2	
1	26		2	
2	26		2	
3	25		2	
4	30		2	
5	41		1	1
6	30		2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	2	
1	26		2	
2	24		2	
3	27		2	
4	26		2	
5	29		2	
6	25		2	
Other	15	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	2	
1	24		2	
2	24		2	
3	22		2	
4	27		2	
5	25		2	
6	27		2	

2021-22 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	369

2021-22 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.

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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	9364	1164	8200	127320
District	N/A	N/A	\$1608.0	\$92,419
Percent Difference - School Site and District	N/A	N/A	134.4	31.8
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	21.7	37.3

2021-22 Types of Services Funded

Multi Tiered Systems of Support (MTSS): Buena Vista Arts-integrated Magnet School employs two district funded 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. Additionally, one instructional aide is employed to support the transitional kindergarten class. One Campus mentor support social emotional learning and PBIS for students on campus to increase engagement. One instructional coach provides classroom teachers and support staff with professional development, coaching cycles, demo lessons and instructional resources to facilitate student learning.

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. Buena Vista Arts-integrated Magnet School employs one district funded Counselor/Outreach Consultant and one School and Family Outreach Assistant to which provides coordinating a variety of social and emotional 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 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$48,998	\$52,641
Mid-Range Teacher Salary	\$87,146	\$83,981
Highest Teacher Salary	\$105,113	\$107,522
Average Principal Salary (Elementary)	\$139,673	\$136,247
Average Principal Salary (Middle)	\$140,022	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$319,095	\$242,166
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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 was offered in person and virtually due to COVID 19 Guidelines. 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 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 using Gradual Release of Responsibility, 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.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	9	6	7