

Vista Grande Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Vista Grande Elementary School
Street	1390 West Francis Avenue
City, State, Zip	Ontario, CA, 91762
Phone Number	909-988-2234
Principal	Gina Castillo
Email Address	gina.castillo@omsd.net
School Website	https://www.omsd.net/VistaGrande
Grade Span	K-6
County-District-School (CDS) Code	36678190100107

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Vista Grande Elementary School's Mission Statement: We, the progressive educational community of Vista Grande Elementary School guarantee every student an exemplary and comprehensive education through a personal and collaborative commitment to high standards and achievement.

Vista Grande is a TK-6 elementary school that serves approximately 400 students in the Ontario-Montclair School District. We are an AVID Elementary school that promotes a culture of High School, career, and college readiness. AVID stands for Advancement Via Individual Determination and is the cornerstone of our vision to ensure that all of our students receive an

2024-25 School Description and Mission Statement

excellent, comprehensive education that will help our students reach their highest academic potential and prepare them for the demands of higher education and the workplace.

Vista Grande is a proud TK-6 AVID Elementary School and fully implements AVID'S mission to close the achievement gap by preparing all students for college readiness and success in a global society.

AVID Elementary Students:

- Develop academic habits they will need to be successful in middle school, high school, and college.
- Learn about organization, study skills, communication, and self-advocacy.
- Take structured notes and answer and ask high-level questions beyond routine answers.
- Are part of a school culture that promotes college and career plans.

Vista Grande has also been recognized as a Platinum PBIS Implementation Site in 2022, 2023 & 2024 Gold PBIS implementation site in 2018, 2019, 2021 and received a PBIS Cares Community Award in 2020.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	51
Grade 1	52
Grade 2	52
Grade 3	51
Grade 4	50
Grade 5	57
Grade 6	71
Total Enrollment	384

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	50
American Indian or Alaska Native	0.5
Asian	4.4
Black or African American	6.5
Filipino	1.3
Hispanic or Latino	80.5
Two or More Races	0.8
White	6
English Learners	19
Homeless	9.4
Socioeconomically Disadvantaged	82.3
Students with Disabilities	6.3

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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)	19.00	99.48	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)	0.10	0.52	6.00	0.65	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	54.10	5.83	18854.30	6.86
Total Teaching Positions	19.10	100.00	927.80	100.00	274759.10	100.00

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)	19.00	95.00	888.80	90.57	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.90	0.61	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	17.50	1.78	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	9.70	0.99	11953.10	4.28
Unknown/Incomplete/NA	1.00	5.00	59.30	6.04	15831.90	5.67
Total Teaching Positions	20.00	100.00	981.40	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.00	100.00	891.10	92.20	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.62	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	18.00	1.87	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.10	0.53	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	46.20	4.79	14303.80	5.15
Total Teaching Positions	19.00	100.00	966.60	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.10	0.00	0
Total Out-of-Field Teachers	0.10	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected August 2024

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 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD's most recent adoption. K-6 Wonders (McGraw-Hill) - Adopted 2016 6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	Yes	0%
Mathematics	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD's most recent adoption. K-8 Eureka Math *(Great Minds) – Adopted 2015 and in 2018 for Dual Immersion programs. *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 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD's most recent adoption. K-5 California Inspire Science (McGraw Hill) Adopted 2019	Yes	0%
History-Social Science	K-5 Studies Weekly Adopted 2023* 6-8 My World Interactive (Pearson) - Adopted 2018	Yes	0%

	*Not a state adoption, however, the district has determined through local review, that the materials are still aligned to current state standards.		
Foreign Language	N/A		0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	Yes	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	N/A	0%

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

School Facility Conditions and Planned Improvements

Vista Grande Elementary School has adequate classroom, staff, and ancillary spaces. The portable campus was built in 2004. The multipurpose room was built in 2014. Vista Grande Elementary School has 17 classrooms, 2 intervention rooms, a multipurpose room, a library, and an administration building. Vista Grande Elementary also has a Staff Lounge, four staff bathrooms and a separate workroom for teachers with a bathroom. There is a covered patio area for approximately 200 hundred students, 5 bathrooms for students around campus and a large playground with basketball and handball courts, an expansive grassy area for baseball and soccer, and additional playground equipment including tetherball, swings, slides and play apparatus. A newly built outdoor shade structure area was added in 2023 just north of the MPR. The teacher work room was renovated in the July 2019 and new carpet and walls were installed. Also, 6 classrooms received new student desks and chairs in July 2019. Additionally, in 2023 two Administrative offices were newly refurbished. There are no other current or planned facility improvements this year.

To promote safety, Vista Grande 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 the front desk prior to entering school premises. Visitors must present their California ID badges and staff must present their district badge through our RAPTOR system. Signage has been placed at all gates directing visitors to check in at the office. All staff members have been provided with district ID badges. Vista Grande Elementary School offers student supervision before school, during school and after school. Supervision in the mornings is done by administrative team, teachers, support team, and noon aides. Recess duty supervision is offered by support team, administrators and noon aides. Adult noon aides supervise lunch and lunch recess. A designated safety proctor monitors the facility perimeter before, during, and after school as well as restrooms and interior campus for safety. After school supervision is offered by administration team, support staff as well as teachers.

Ontario-Montclair School District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The Ontario-Montclair School District goes to 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 of this survey are available at the school office or Ontario-Montclair School District office. The LEA governing board has adopted cleaning standards for all schools in the Ontario-Montclair School District. A summary of these standards is available at the school office or at the Ontario Montclair School District office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. OMSD participates in the state's School Deferred Maintenance Program, which provides state matching funds in order to assist schools with the expenditures for major repairs and upgrades. Typically, this includes the following: roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, floor, and carpeting. Each year the district matches the required allotment set by the state in order to participate in the deferred maintenance program.

Year and month of the most recent FIT report

April 2024

School Facility Conditions and Planned Improvements

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			Adjust Falling Ceiling Tile
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			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	55	58	40	41	46	47
Mathematics (grades 3-8 and 11)	41	44	30	31	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	231	225	97.40	2.60	57.78
Female	124	122	98.39	1.61	60.66
Male	107	103	96.26	3.74	54.37
American Indian or Alaska Native	--	--	--	--	--
Asian	13	10	76.92	23.08	--
Black or African American	17	17	100.00	0.00	47.06
Filipino	--	--	--	--	--
Hispanic or Latino	185	182	98.38	1.62	57.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	72.73
English Learners	47	41	87.23	12.77	24.39
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	106	105	99.06	0.94	43.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	25	100.00	0.00	36.00

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	231	231	100.00	0.00	44.16
Female	124	124	100.00	0.00	40.32
Male	107	107	100.00	0.00	48.60
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	53.85
Black or African American	17	17	100.00	0.00	23.53
Filipino	--	--	--	--	--
Hispanic or Latino	185	185	100.00	0.00	44.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	54.55
English Learners	47	47	100.00	0.00	17.02
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	106	106	100.00	0.00	32.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	25	100.00	0.00	24.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	36.11	28.07	22.36	20.60	30.29	30.73

2023-24 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	57	57	100.00	0.00	28.07
Female	35	35	100.00	0.00	25.71
Male	22	22	100.00	0.00	31.82
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	45	100.00	0.00	26.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	27	100.00	0.00	22.22
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.

2023-24 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. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.0%	100.0%	100.0%	100.0%	100.0%

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.

2024-25 Opportunities for Parental Involvement

Parents are encouraged to volunteer in the classroom, attend and help with school events, (such as Open House, Back-to-School Night, parent conferences) and field trips, and get involved in the decision-making process through School Site Council and Parent Advisory School Committees. The School Site Council, English Learner Parent Advisory Committee, GATE Parent Advisory Committee, Special Education Parent Advisory Committee and Coffee with the Principal provide opportunities for parents to get involved with their child's educational experience.

Regular school-to-home communication is provided in both English and Spanish in a variety of methods. Information about current events and school activities can be found on the Vista Grande Elementary School website, flyers, ParentSquare, Class DoJo and Instagram account. The school mails important news and announcements to parents at home, uses the school's automated telephone system to contact parents verbally, sends text messages to parents via Blackboard Connect or ParentSquare and uses social media such as Instagram.

Parents who want more information or wish to participate may contact the school Principal, Gina Castillo at (909) 988-2234. There is a job for everyone who wants to get involved!

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	418	407	55	13.5
Female	209	205	29	14.1
Male	209	202	26	12.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	21	0	0.0
Black or African American	32	31	8	25.8
Filipino	--	--	--	--
Hispanic or Latino	332	322	45	14.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	23	23	2	8.7
English Learners	96	92	9	9.8
Foster Youth	--	--	--	--
Homeless	48	46	10	21.7
Socioeconomically Disadvantaged	352	344	55	16.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	38	38	6	15.8

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.21	0.22	0.24	1.69	1.56	1.19	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.24	0.00
Female	0.00	0.00
Male	0.48	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.30	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	2.08	0.00
Socioeconomically Disadvantaged	0.28	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

2024-25 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Vista Grande 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

2024-25 School Safety Plan

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 on December 3, 2024. School Site Council last approved the Vista Grande Elementary School Safety Plan on November 13, 2024. An approved copy of the school site safety plan may be obtained at Vista Grande Elementary School's main office or the Ontario-Montclair School District office.

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.

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	23	1	2	
1	17	3		
2	25		2	
3	18	3		
4	24		3	
5	25		2	
6	27		2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	4		
1	24		2	
2	26		2	
3	25		2	
4	29		2	
5	24		3	
6	26		2	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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	21	1	1	
1	17	3		
2	26		2	
3	26		2	
4	25		2	
5	29		2	
6	24		3	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	8206	1129	7077	119,251
District	N/A	N/A	1463	\$104,660
Percent Difference - School Site and District	N/A	N/A	131.5	13.0
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-41.4	21.3

Fiscal Year 2023-24 Types of Services Funded

Vista Grande Elementary School's categorical funds are used to pay for a number of services that benefit student learning and welfare.

- Title I
- Math Intervention Teacher salary and benefits
- After school Intervention teacher salary and benefits
- Instructional materials, supplies, and other books
- Release Time for Teachers for Curriculum Planning
- Parent Involvement Engagement

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$66,459	\$58,553
Mid-Range Teacher Salary	\$100,652	\$93,924
Highest Teacher Salary	\$124,076	\$119,489
Average Principal Salary (Elementary)	\$164,731	\$149,898
Average Principal Salary (Middle)	\$173,683	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$368,548	\$270,432
Percent of Budget for Teacher Salaries	35.4	31.93
Percent of Budget for Administrative Salaries	5.59	5.62

Professional Development

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 through the district's Curriculum and Instruction 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 SPSA. Professional development at the site and district levels address the new core curriculum state standards, instructional strategies, standards-based instruction, student engagement, English Language Learners, technology, and classroom management. In addition, the district level professional development includes workshop sessions and classroom support for beginning teachers (Induction), spotlight visits to observe master teachers and see best practices in action, courses for teachers working towards their teaching credentials, technology training and classroom support, leadership development for administrators, compliance related workshops and a variety of job-specific and mandated training for classified employees. Each school site is assigned a Director I to provide ongoing support for the principal and teaching staff to ensure that appropriate standards-based teaching is provided for each student.

All Vista Grande teachers are fully credentialed and meet or exceed the NCLB requirements, with some even attaining Nationally Board Certified status. All Vista Grande teachers are also GATE certified. Teachers regularly attend site and district trainings.

Vista Grande developed site-specific staff development and professional growth objectives and goals. The focus of staff development for 2019-20, 2020-21, 2021-2022 and 2022-2023 will be achievement in English Language Arts and Math, with an emphasis in writing (Write From The Beginning), AVID (Achievement Via Individual Determination), and data analysis in reading and math. In 2024-2025 verticle articulation of Math Essential Standards is an added focus to ensure cohesive strategies and highlight specific site needs. Vista Grande teachers also participate in tri-annual structured teacher planning time (STPT) in which data based assessment goals are established and instructional strategies are shared. In addition, the STPT culminates with an instructional lesson being developed collaboratively by teachers using instructional strategies that were presented to them such as AVID, close reading, dialogic talk, vocabulary and constructed response protocols.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	25	25	25