

Buena Vista Arts-Integrated Elementary Magnet School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Buena Vista Arts-Integrated Elementary Magnet School
Street	5685 San Bernardino Street
City, State, Zip	Montclair, CA 91763
Phone Number	909-984-9556
Principal	Dr. Jamemy Barnett
Email Address	jamemy.barnett@omsd.net
School Website	https://www.omsd.net/Domain/11
Grade Span	K-6
County-District-School (CDS) Code	36678196036156

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Buena Vista Arts-integrated Magnet School enjoys a unique academic and artistic culture that integrates visual and performing arts (VAPA) across all content areas. Weekly Studio Time allows students to explore music, drama, media arts, and visual arts, supported by a fully equipped art supply inventory and performance stage. Extracurricular activities such as the Buena Vista Choir, Cultural Heritage Club, media club, and an annual musical play further enrich the student experience. Recognized for its Positive Behavioral Interventions and Supports (PBIS) implementation with Platinum level recognition in 2024-2025 and Gold-level honors in 2021-2022, 2022-2023, and 2023-2024, the school fosters creativity, safety, and a positive learning environment. As a magnet school, Buena Vista is open to students within and outside the Ontario-Montclair School District through intra- and inter-district transfer processes.

2025-26 School Description and Mission Statement

The school's mission is to provide a comprehensive standards-based education that blends academics and the arts while fostering individual student talents and creativity. Its goals include promoting the arts across all content areas, ensuring a safe and healthy environment, delivering effective Common Core-aligned instruction, and fostering a college-bound, career-driven culture. Progress indicators include annual assessments through CAASPP for ELA and Math, district assessments like I Ready and IABs, and regular standards-based classroom evaluations. Teachers meet throughout the year to analyze data and refine instruction to meet student needs effectively. In March 2025, Buena Vista Arts-Integrated School was named a 2025 California Distinguished School! This prestigious recognition, awarded by the California Department of Education, honors schools that demonstrate excellence in academic achievement, student engagement, and a positive school climate.

Buena Vista offers a variety of schoolwide programs, including PBIS, library resources, computer-based literacy programs, and interactive projectors in every classroom. Enrichment opportunities through the Expanded Learning Program provide students with activities such as robotics, theater, and cooking. The school's focus on creativity, academic excellence, and social-emotional development ensures a holistic and engaging learning experience for all students.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	68
Grade 1	50
Grade 2	51
Grade 3	51
Grade 4	54
Grade 5	47
Grade 6	48
Total Enrollment	369

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.5
Male	48.5
American Indian or Alaska Native	0.3
Asian	4.1
Black or African American	2.2
Filipino	0.5
Hispanic or Latino	86.2
Two or More Races	1.6
White	5.1
English Learners	10.3
Homeless	2.7
Socioeconomically Disadvantaged	69.6
Students with Disabilities	10.3

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

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17	94.44	888.8	90.57	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5.9	0.61	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	17.5	1.78	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	9.7	0.99	11953.1	4.28
Unknown/Incomplete/NA	1	5.56	59.3	6.04	15831.9	5.67
Total Teaching Positions	18	100	981.4	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18	100	891.1	92.2	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6	0.62	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	18	1.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	5.1	0.53	11746.9	4.23
Unknown/Incomplete/NA	0	0	46.2	4.79	14303.8	5.15
Total Teaching Positions	18	100	966.6	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17	100	893	92.39	230039.4	100
Intern Credential Holders Properly Assigned	0	0	9.3	0.96	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	7.8	0.82	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	13.1	1.36	12112.8	4.34
Unknown/Incomplete/NA	0	0	43.1	4.46	13705.8	4.91
Total Teaching Positions	17	100	966.5	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-6 Wonders (McGraw-Hill) - Adopted 2016 6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	0%
Mathematics	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-8 - Eureka Math* (Great Minds)- Adopted 2015 K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 Adopted May, 2020	0%
Science	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	0%
History-Social Science	K-5 Studies Weekly Adopted 2023	0%

	<p>Not a state adoption, however, the district has determined through local review, that the materials are still aligned to current state standards.</p> <p>6-8 My World Interactive (Pearson) - Adopted 2018</p>	
Foreign Language	N/A	0%
Health	<p>K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p>	0%
Visual and Performing Arts	<p>TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p> <p>TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p> <p>TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p>	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A
<p>Note: Cells with N/A values do not require data.</p>		

School Facility Conditions and Planned Improvements

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 20 classrooms, 14 of the classrooms are portables. Buena Vista Arts has adequate classroom, staff, and ancillary spaces.

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.

School Facility Conditions and Planned Improvements

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. The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument Custodial Fit Evaluation Report. No findings to report at this time. Inspections take place once a year and findings are shared in a FIT report.

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.

Year and month of the most recent FIT report

3/20/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Remove extension cords in 2 locations. Install receptacle or long surge protector if needed. Extension cords removed and surge protectors installed 4-17-2025.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Replace portable siding on south side.(room 15) Work order FY24-25-44813 in progress
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Asphalt needs crackfill south of Rm 2. Work order FY24-25-44812 in progress

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	61	60	41	44	47	48
Mathematics (grades 3-8 and 11)	61	57	31	34	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	197	192	97.46	2.54	59.90
Female	99	97	97.98	2.02	63.92
Male	98	95	96.94	3.06	55.79
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	171	168	98.25	1.75	58.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	75	100.00	0.00	56.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	28	96.55	3.45	28.57

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	197	192	97.46	2.54	56.77
Female	99	97	97.98	2.02	52.58
Male	98	95	96.94	3.06	61.05
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	171	168	98.25	1.75	57.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	75	100.00	0.00	45.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	28	96.55	3.45	35.71

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	37.21	29.79	20.6	24.25	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	48	47	97.92	2.08	29.79
Female	27	26	96.30	3.70	26.92
Male	21	21	100.00	0.00	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	42	41	97.62	2.38	31.71
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	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	19	100.00	0.00	21.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	9.09

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.00%	97.90%	100.00%	100.00%	100.00%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

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 and their children 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 Coffee & Conversation with Administration, 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/school staff sends home monthly reminders that inform the school community of events on campus as well as other pertinent information. All teachers and support staff personnel are also available to students and parents through e-mail communication. Buena Vista's Marquee, ConnectED phone system, Parent Square, Instagram, and website provide information to our community and help promote upcoming events, and share other important information on an ongoing basis.

Parent Contact: Dr. Jamemy Barnett, Principal, and Mr. Donny Brubaker, Assistant Principal Phone: (909) 984-9556

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	378	376	7	1.9
Female	194	193	5	2.6
Male	184	183	2	1.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	15	2	13.3
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	326	324	4	1.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	19	19	0	0.0
English Learners	44	44	0	0.0
Foster Youth	--	--	--	--
Homeless	16	16	3	18.8
Socioeconomically Disadvantaged	270	269	6	2.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	47	47	0	0.0

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.27	0	0	1.56	1.19	1.56	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	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	0.00	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.

2025-26 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 November 6, 2025. 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 daily 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.

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.

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	21	1	2	0
1	25	0	2	0
2	26	0	2	0
3	22	0	2	0
4	23	0	2	0
5	29	0	2	0
6	27	0	2	0
Other	0	0	0	0

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	24	0	2	0
1	21	0	2	0
2	25	0	2	0
3	25	0	2	0
4	22	0	2	0
5	23	0	2	0
6	29	0	2	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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		2	
1	25		2	
2	26		2	
3	26		2	
4	27		2	
5	24		2	
6	24		2	

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9364	1164	8200	127320
District	N/A	N/A	\$1608.0	\$110,380
Percent Difference - School Site and District	N/A	N/A	134.4	19.5
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-27.1	27.7

Fiscal Year 2024-25 Types of Services Funded

Multi-Tiered Systems of Support (MTSS):

Buena Vista Arts-integrated Magnet School provides tiered instructional support through one intervention teacher and two district-funded instructional aides, focusing on targeted skills in ELA and Math. Small group instruction is offered across all grade levels based on formative assessments, with additional support for the Transitional Kindergarten class. The school also employs a campus mentor to enhance social-emotional learning (SEL) and PBIS and an instructional coach who provides professional development, coaching, and resources to empower teachers and staff.

Expanded Learning and Arts Integration:

A Teacher on Assignment (TOA) leads the school's Visual and Performing Arts (VAPA) initiatives by delivering professional development, modeling lessons, and coordinating arts-integrated activities. The Expanded Learning Opportunities Program (ELOP), coordinated by a dedicated TOA, offers enrichment activities such as intramural sports, theater workshops, robotics, and cooking classes. These programs foster meaningful student engagement, SEL skill development, and collaboration beyond the instructional day.

Fiscal Year 2024-25 Types of Services Funded

Comprehensive Student and Family Support:

To address the needs of students and families, the school employs a district-funded Counselor/Outreach Consultant and a School and Family Outreach Assistant, who connect families to resources like counseling, healthcare, and parenting classes. The Campus Mentor supports meaningful engagement and behavioral/social-emotional support between the bells for all students during unstructured play time. Additionally, enrichment programs such as GATE and wellness initiatives align with Buena Vista's mission, and a Library Media Assistant ensures students have access to Lexile-appropriate books, fostering literacy and a love of learning.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

Professional Development

Buena Vista Arts-integrated and the Ontario-Montclair School District offer evidence-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 onsite and offsite. 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 (Induction), 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 formative 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 and teacher needs. 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

Professional Development

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 through differentiation. Additionally, Buena Vista staff received professional development on visual/media arts to support arts-integration instruction.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	9	7	8