

# Bon View Elementary 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/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.

### 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

|  |   |
|--|---|
| <b>School Name</b>                       | Bon View Elementary School  |
| <b>Street</b>                            | 2121 S. Bon View Avenue   |
| <b>City, State, Zip</b>                  | Ontario, Ca 91761   |
| <b>Phone Number</b>                      | 909-947-3932  |
| <b>Principal</b>                         | Eddie Franco  |
| <b>Email Address</b>                     | eddie.franco@omsd.net   |
| <b>School Website</b>                    | <a href="https://www.omsd.net/BonView">https://www.omsd.net/BonView</a> |
| <b>Grade Span</b>                        | K-6   |
| <b>County-District-School (CDS) Code</b> | 36678196036149  |

## 2025-26 District Contact Information

|                         |   |
|-------------------------|---|
| <b>District Name</b>    | Ontario-Montclair School District                       |
| <b>Phone Number</b>     | (909) 459-2500  |
| <b>Superintendent</b>   | Dr. James Q. Hammond                                    |
| <b>Email Address</b>    | info@omsd.net   |
| <b>District Website</b> | <a href="https://www.omsd.net">https://www.omsd.net</a> |

## 2025-26 School Description and Mission Statement

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

At Bon View, we ask each student to make a commitment to our International Baccalaureate (IB) Learner Profile attributes by being active participants in their learning and acting responsibly as an individual within our global community. Doing so will enable all to have a successful and enjoyable school year. Bon View's staff considers it a privilege to educate the 650 students we serve in grades preschool through 6th grade. We know however, that we will get the best results when we have a total community effort that involves parents, volunteers and partners working along with the school to support, encourage and

## 2025-26 School Description and Mission Statement

inspire our students. Because of our exceptional programs and the achievements of our students and staff, Bon View Elementary School is an authorized International Baccalaureate Elementary School. Our Primary Year's program provides all students with a transdisciplinary approach to ideas and concepts. We have several unique instructional programs to prepare our students to compete with students across the globe. Our special programs include music, art, focused- intentional directed library time, and language to allow students to develop their talents. Along with our International Baccalaureate focus, we have fully aligned the Common Core State Standards within our program. This adoption leads to a more rigorous approach to learning. Success and achievement are nurtured in our classrooms where teachers are committed to helping each student become a productive and contributing global citizen in this world.

Our school is also committed to global awareness and cultural understanding. A student at our school may look forward to many highly rewarding educational and personal experiences. We are extremely proud of the efforts made to achieve the International Baccalaureate World School authorization. Bon View is a unique setting in which students build fundamental skills, grow their curiosity, begin to understand themselves as learners and develop a sense of who they are as 21st-century citizens. The Bon View staff have made a commitment to the following initiatives: 1. A continued focus on promoting Professional Learning Communities among our staff members. We believe one of the most effective ways to address student achievement is for all instructional staff members to be consistent in instruction and committed to student success. 2. Responsiveness to Instruction. Our goal is to monitor all students for academic success along the way and be more proactive to address our students' learning needs. 3. Positive Behavior Intervention and Support. This initiative is to further support our students in promoting character education and responsible citizenship. Although we require students to work hard, many opportunities also exist for participation in a multitude of extracurricular activities through our robust Extended Learning Opportunities Program (ELOP). Currently, over 200 students have participated in our ELOP program throughout the year. Students benefit from a variety of options including: team sports, cultural interests, advanced robotics, coding, science, GATE, and other high interest and intellectual pursuits. As a support for our Transitional Kindergarten/Kindergarten students and parents, the Think Together program offers GAP supervision and activities between TK/K dismissal at 12:30 pm and grades 1-6 dismissal at 2:40 pm. Bon View offers the Collaborative inclusion program for our grades 4-6 special education students. The Collaboration model supports mainstreaming Special Education students during a part of the school day while providing direct intervention for struggling students. We also have a organized and effective reading intervention program for our struggling readers and newcomers.

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

Bon View is also a PBIS (Positive Behavior Intervention and Supports) school which values a positive approach to student discipline. We have high expectations of our students and teach students how to behave appropriately through multiple strategies. Bon View Elementary has been recognized by the PBIS Coalition receiving the recognitions of PBIS Gold in 2021 and 2022 and Platinum in 2023,2024, and 2025. Our behavior expectations align with our IB Learner Profile. We support all students in being Thinkers, Open-Minded, Principled, Balanced, Reflective, Inquirers, Caring, Communicators, Courageous, and Knowledgeable. Ultimately, our goal at Bon View IB World School to empower globally minded students who take meaningful action to enhance their school, community, and world. Throughout their education, students will explore new academic vistas, create new friendships, develop new perspectives on life and have the opportunity to mature at Bon View Elementary School.

# About this School

## 2024-25 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 96                 |
| Grade 1                 | 82                 |
| Grade 2                 | 82                 |
| Grade 3                 | 84                 |
| Grade 4                 | 94                 |
| Grade 5                 | 74                 |
| Grade 6                 | 86                 |
| <b>Total Enrollment</b> | <b>598</b>         |

## 2024-25 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 46.2                        |
| Male                                | 53.8                        |
| American Indian or Alaska Native    | 1.3                         |
| Asian                               | 1.7                         |
| Black or African American           | 4.5                         |
| Filipino                            | 0.5                         |
| Hispanic or Latino                  | 87.8                        |
| Native Hawaiian or Pacific Islander | 0.2                         |
| White                               | 4                           |
| English Learners                    | 28.8                        |
| Foster Youth                        | 0.8                         |
| Homeless                            | 13                          |
| Socioeconomically Disadvantaged     | 92.3                        |
| Students with Disabilities          | 14.4                        |

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

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

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

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 26.5          | 98.15          | 888.8           | 90.57            | 234405.2     | 84            |
| <b>Intern Credential Holders Properly Assigned</b>   | 0             | 0              | 5.9             | 0.61             | 4853         | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0             | 0              | 17.5            | 1.78             | 12001.5      | 4.3           |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0             | 0              | 9.7             | 0.99             | 11953.1      | 4.28          |
| <b>Unknown/Incomplete/NA</b>   | 0.5           | 1.85           | 59.3            | 6.04             | 15831.9      | 5.67          |
| <b>Total Teaching Positions</b>  | 27            | 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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 27            | 100            | 891.1           | 92.2             | 231142.4     | 83.24         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0             | 0              | 6               | 0.62             | 5566.4       | 2             |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0             | 0              | 18              | 1.87             | 14938.3      | 5.38          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0             | 0              | 5.1             | 0.53             | 11746.9      | 4.23          |
| <b>Unknown/Incomplete/NA</b>   | 0             | 0              | 46.2            | 4.79             | 14303.8      | 5.15          |
| <b>Total Teaching Positions</b>  | 27            | 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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 28            | 93.33          | 893             | 92.39            | 230039.4     | 100           |
| <b>Intern Credential Holders Properly Assigned</b>   | 0             | 0              | 9.3             | 0.96             | 6213.8       | 2.23          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 1             | 3.33           | 7.8             | 0.82             | 16855        | 6.04          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 1             | 3.33           | 13.1            | 1.36             | 12112.8      | 4.34          |
| <b>Unknown/Incomplete/NA</b>   | 0             | 0              | 43.1            | 4.46             | 13705.8      | 4.91          |
| <b>Total Teaching Positions</b>  | 30            | 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 |
|--|---------|---------|---------|
| <b>Permits and Waivers</b>                                   | 0.00    | 0       | 1       |
| <b>Misassignments</b>  | 0.00    | 0       | 0       |
| <b>Vacant Positions</b>                                      | 0.00    | 0       | 0       |
| <b>Total Teachers Without Credentials and Misassignments</b> | 0.00    | 0       | 1       |

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

| Indicator   | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> | 0.00    | 0       | 0       |
| <b>Local Assignment Options</b>                               | 0.00    | 0       | 1       |
| <b>Total Out-of-Field Teachers</b>                            | 0.00    | 0       | 1       |

## Class Assignments

| Indicator  | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0       | 0       | 0       |
| <b>No credential, permit or authorization to teach</b><br>(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 |
|-------------------------------|--|--|
| <b>Reading/Language Arts</b>  | TK PreK On My Way (Scholastic) - Adopted 2022<br>Not a state adoption, as the state does not adopt TK text books.<br>K-6 Wonders (McGraw-Hill) - Adopted 2016<br>6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016   | 0%   |
| <b>Mathematics</b>            | TK PreK On My Way (Scholastic) - Adopted 2022<br>Not a state adoption, as the state does not adopt TK text books.<br>K-8 - Eureka Math* (Great Minds)- Adopted 2015<br>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.<br>Integrated Math, High School Credit Course, Houghton Mifflin Harcourt,<br>Integrated Math I, 2015 Adopted May, 2020 | 0%   |
| <b>Science</b>                | TK PreK On My Way (Scholastic) - Adopted 2022<br>Not a state adoption, as the state does not adopt TK text books.<br>K-5 California Inspire Science (McGraw Hill) - Adopted 2019<br>6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019   | 0%   |
| <b>History-Social Science</b> | K-5 Studies Weekly Adopted 2023  | 0%   |

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

## School Facility Conditions and Planned Improvements

Bon View School was built originally in 1995. The school has a total of 33 classrooms, a library, and a multi-purpose room. The school is designed in pods to facilitate active learning in a stimulating environment. There are 11 portable classrooms that have been installed at various times. Three were installed with the original construction in 1995, five were added in 1997, and one was added in 2001. The administration building houses offices, a conference room, and staff work space. The school has a large field and enough equipment for student engagement. There are 21 restrooms, with 100% of the toilets in working condition. During the 17/18 school year the following projects were completed: 1. perimeter fence at the front of the school and on Philadelphia were heightened, additionally a wire mesh was added to the inside of the gate bars for heightened safety, and several portable classrooms received new carpet. The front office was also provided new carpet in the summer of 2018. The school facility offers a good learning environment with fully functioning lighting, heating and cooling systems, and noise negation. Internet access is available in the office and all classrooms. Each classroom has at least 1 computer and a printer. The district Information Services Department maintains a content filter for all Internet traffic, including E-mail, in accordance with the Children's Internet Protection Act (CIPA) guidelines. In 2022, the field was landscaped with new grass and the irrigation system was updated. A shade structure was installed on the blacktop playground area in December 2023. A new portable classroom was installed in the summer of 2018 and two additional portables will be installed at the beginning of the 2025-2026 school year.

For student safety, Bon View is a closed campus. The perimeter gates remain closed throughout the day, which maintains limited access to the school while in session. Bon View Elementary School offers student supervision before school (beginning at 7:30 am.), during school and after school. Proctors, aides, credentialed teachers, and administration provide supervision

## School Facility Conditions and Planned Improvements

during this time. All students enter the school through the front gates each morning. The front gates are closed when school begins and are not opened until dismissal. At all other times, access to the campus is limited to through the front office. Parents who check students out early do so through the front office. Signage has been placed at all gates directing visitors to check in at the office. All district employees and substitutes wear district-issued identification badges. All staff members are diligent about being aware of adults on campus at all times. Additionally, at the beginning of the 18/19 school year, the RAPTOR System for volunteers and visitors was installed for heightened security in the front office. Visitors must present their California ID badges and staff must present their district badge to be processed through the RAPTOR system. Recess duty supervision and lunch supervision is offered by certificated staff, administrators and proctors. After school supervision is offered by administration team, support staff as well as teachers.

Bon View School is maintained in a manner that assures it is consistently in good repair, functional and safe. The principal works with the custodial staff to make certain a daily cleaning schedule is maintained so classrooms, restrooms and the school grounds remain clean, safe and orderly, and that the floors, walls, and plumbing system are all in good repair. Site and district maintenance and grounds staff make sure that the work necessary to keep the school in good working order and aesthetically pleasing is completed in a timely manner. A work order process is in use to ensure efficient service and that emergency repairs are given the highest priority. To assist in this effort, the district Operations Department annually conducts an in-depth evaluation of each school to determine the condition of the facilities and identify situations that need maintenance, repair or an upgrade. The district uses a facility survey instrument developed by the State of California Office of Public School Construction to assist with the data gathering during the inspections. All findings are shared with the principal and work orders for needed repairs are created at that time. The results of this survey are available at the school office or the district office and are outlined below. During the most recent Facility Conditions Evaluation conducted on August 22, 2025 by the County's William's Team, facilities and buildings, rooms, and grounds were found to be in "good repair." The Facility Inspection Tool was used throughout a walkthrough of our school, and there were no extreme deficiencies found. Bon View received a rating of Exemplary.

**Year and month of the most recent FIT report**

08/22/2025

| System Inspected   | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned   |
|--|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | X         |           |           |   |
| <b>Interior:</b><br>Interior Surfaces                                      | X         |           |           |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation        | X         |           |           |   |
| <b>Electrical</b>  | X         |           |           |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | X         |           |           |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | X         |           |           | Library (1): Fire extinguisher out of date or missing monthly inspection sign-off (1 remedied 8/22/25)<br>RSP Room (1): Fire extinguisher out of date or missing monthly inspection sign-off (1 remedied 8/22/25)<br>36 (1): Fire extinguisher out of date or missing monthly inspection sign-off (work order #50005) |
| <b>Structural:</b><br>Structural Damage, Roofs                             | X         |           |           |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X         |           |           | Grounds (1): Area that poses safety hazard(s) to students unsecured (1 remedied 8/22/25)  |

## 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 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | 29             | 34             | 41               | 44               | 47            | 48            |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | 25             | 28             | 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                                  | 325                     | 324                  | 99.69                 | 0.31                      | 34.26                          |
| Female  | 143                     | 142                  | 99.30                 | 0.70                      | 32.39                          |
| Male  | 182                     | 182                  | 100.00                | 0.00                      | 35.71                          |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                        | --                             |
| Asian   | --                      | --                   | --                    | --                        | --                             |
| Black or African American                     | --                      | --                   | --                    | --                        | --                             |
| Filipino                                      | --                      | --                   | --                    | --                        | --                             |
| Hispanic or Latino                            | 292                     | 291                  | 99.66                 | 0.34                      | 33.33                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                        | --                             |
| Two or More Races                             | 0                       | 0                    | 0                     | 0                         | 0                              |
| White   | --                      | --                   | --                    | --                        | --                             |
| English Learners                              | 92                      | 91                   | 98.91                 | 1.09                      | 10.99                          |
| Foster Youth                                  | --                      | --                   | --                    | --                        | --                             |
| Homeless                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Military                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Socioeconomically Disadvantaged               | 179                     | 179                  | 100.00                | 0.00                      | 31.84                          |
| Students Receiving Migrant Education Services | 0                       | 0                    | 0                     | 0                         | 0                              |
| Students with Disabilities                    | 50                      | 49                   | 98.00                 | 2.00                      | 8.16                           |

## 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                                  | 325                     | 324                  | 99.69                 | 0.31                      | 27.78                          |
| Female  | 143                     | 142                  | 99.30                 | 0.70                      | 17.61                          |
| Male  | 182                     | 182                  | 100.00                | 0.00                      | 35.71                          |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                        | --                             |
| Asian   | --                      | --                   | --                    | --                        | --                             |
| Black or African American                     | --                      | --                   | --                    | --                        | --                             |
| Filipino                                      | --                      | --                   | --                    | --                        | --                             |
| Hispanic or Latino                            | 292                     | 291                  | 99.66                 | 0.34                      | 25.09                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                        | --                             |
| Two or More Races                             | 0                       | 0                    | 0                     | 0                         | 0                              |
| White   | --                      | --                   | --                    | --                        | --                             |
| English Learners                              | 92                      | 91                   | 98.91                 | 1.09                      | 6.59                           |
| Foster Youth                                  | --                      | --                   | --                    | --                        | --                             |
| Homeless                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Military                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Socioeconomically Disadvantaged               | 179                     | 179                  | 100.00                | 0.00                      | 25.70                          |
| Students Receiving Migrant Education Services | 0                       | 0                    | 0                     | 0                         | 0                              |
| Students with Disabilities                    | 50                      | 49                   | 98.00                 | 2.00                      | 14.29                          |

## 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<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>Science</b><br>(grades 5, 8 and high school) | 26.25             | 30.99             | 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                                  | 72               | 71            | 98.61          | 1.39               | 30.99                   |
| Female  | 28               | 27            | 96.43          | 3.57               | 18.52                   |
| Male  | 44               | 44            | 100.00         | 0.00               | 38.64                   |
| American Indian or Alaska Native              | --               | --            | --             | --                 | --                      |
| Asian   | --               | --            | --             | --                 | --                      |
| Black or African American                     | 0                | 0             | 0              | 0                  | 0                       |
| Filipino                                      | 0                | 0             | 0              | 0                  | 0                       |
| Hispanic or Latino                            | 68               | 67            | 98.53          | 1.47               | 29.85                   |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 | --                      |
| Two or More Races                             | 0                | 0             | 0              | 0                  | 0                       |
| White   | 0                | 0             | 0              | 0                  | 0                       |
| English Learners                              | 24               | 23            | 95.83          | 4.17               | 8.70                    |
| Foster Youth                                  | 0                | 0             | 0              | 0                  | 0                       |
| Homeless                                      | 0                | 0             | 0              | 0                  | 0                       |
| Military                                      | 0                | 0             | 0              | 0                  | 0                       |
| Socioeconomically Disadvantaged               | 40               | 40            | 100.00         | 0.00               | 27.50                   |
| Students Receiving Migrant Education Services | 0                | 0             | 0              | 0                  | 0                       |
| Students with Disabilities                    | 16               | 15            | 93.75          | 6.25               | 20.00                   |

### 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     | 98.60%                        | 100.00%                                       | 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

Parents are welcomed as involved partners at Bon View Elementary School. Parents are active partners in all of our school leadership and decision making committees such as: School Site Council, Site English Language Learner Advisory Council, GATE, and Special Education. Bon View also has parent representatives that attend district level GATE, DELPAC, Special Education (SWD) and the AAPAC (African-American Parent Advisory) committees. At Bon View, parents are also involved as volunteers, and we work closely with families to encourage their participation in all of our school classrooms and extracurricular events and activities. Parents have the opportunity to interact with school staff multiple times throughout the school year at Back-to-School Night, Open House, Parent-Teacher Conferences, Fall and Spring festivals and student performances and recognitions.

Additional parent education opportunities are offered through parenting classes and the Latino Family Literacy project throughout the year. Monthly Coffee with the Principal meetings are held allowing parents a forum for questions and suggestions. Frequent guest speakers are featured at these meetings to provide valuable insight on topics including: internet and school safety, parenting resources, and presentations on state adopted materials for review and input. Meetings also support parent understanding and education in applicable student technology, language arts and math curriculum. The Ontario-Montclair School District provides multiple opportunities for parents to participate in a variety of parent education classes that addresses current topics and concerns at OMSD Parent Learning Center. During Saturday attendance make-up academies for students, the school will often facilitate high interest activities with parents to solicit greater involvement.

Regular and on-going communication is a priority for our school. Schoolwide communication is provided in both English and Spanish by staff via the Class Dojo platform, Blackboard Connect, school Marquee (located in the front of the school), monthly newsletters, and school website. Teachers are in frequent direct communication with parents by multiple means including phone calls, meetings and the Class Dojo platform. Bon View Elementary sends home important flyers and information each Tuesday in each student's blue folder.

Our Outreach Coordinator actively seeks out and supports students and parents in need who might benefit from available school and community resources. Parent contact: Mrs. Katie Gross at 909-947-3932 (Outreach Coordinator).

Bon View parents and staff are developing a Parent Teacher Organization (PTO) and/or parent support group to further provide opportunities for parents at the school. The PTO or parent support group will meet regularly to discuss opportunities to benefit the school.

## 2024-25 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 633                   | 616                                     | 60                        | 9.7                      |
| Female  | 296                   | 287                                     | 26                        | 9.1                      |
| Male  | 337                   | 329                                     | 34                        | 10.3                     |
| Non-Binary                                    | --                    | --                                      | --                        | --                       |
| American Indian or Alaska Native              | --                    | --                                      | --                        | --                       |
| Asian   | 12                    | 11                                      | 1                         | 9.1                      |
| Black or African American                     | 29                    | 28                                      | 3                         | 10.7                     |
| Filipino                                      | --                    | --                                      | --                        | --                       |
| Hispanic or Latino                            | 556                   | 541                                     | 52                        | 9.6                      |
| Native Hawaiian or Pacific Islander           | --                    | --                                      | --                        | --                       |
| Two or More Races                             | --                    | --                                      | --                        | --                       |
| White   | 24                    | 24                                      | 3                         | 12.5                     |
| English Learners                              | 192                   | 183                                     | 16                        | 8.7                      |
| Foster Youth                                  | --                    | --                                      | --                        | --                       |
| Homeless                                      | 91                    | 88                                      | 8                         | 9.1                      |
| Socioeconomically Disadvantaged               | 581                   | 566                                     | 56                        | 9.9                      |
| Students Receiving Migrant Education Services | --                    | --                                      | --                        | --                       |
| Students with Disabilities                    | 102                   | 99                                      | 11                        | 11.1                     |

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 |
| 1.2            | 0.92           | 1.11           | 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                                  | 1.11             | 0.00            |
| Female  | 0.34             | 0.00            |
| Male  | 1.78             | 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                            | 1.26             | 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                              | 1.04             | 0.00            |
| Foster Youth                                  | 0.00             | 0.00            |
| Homeless                                      | 1.10             | 0.00            |
| Socioeconomically Disadvantaged               | 1.20             | 0.00            |
| Students Receiving Migrant Education Services | 0.00             | 0.00            |
| Students with Disabilities                    | 1.96             | 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

The Comprehensive School Site Safety Plan was developed for Bon View Elementary School in collaboration with staff, parents, local emergency agencies (fire and police), and the district office and is updated at the beginning of each academic year.

Components of the plan include:

- school maintenance updates, security and safety of the physical environment
- disaster procedures and routines for students and staff
- an action plan that ensures a safe physical environment and safe school climate
- 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 during the regular day and emergencies (site evacuation map)
- procedures to ensure a safe and orderly environment and rules and procedures on school discipline
- and current concerns of potential hazards.

Monthly disaster drills are scheduled and practiced school-wide to ensure staff and student procedures are followed, modified if necessary, and efficient. Disaster drills include: fire, earthquake, lockdown and intruder and AED operation. In 2023, OMSD installed exterior cameras, Salient Security Platform, which monitor the entire exterior of all buildings and the playground area at the site and are accessible by the district, principal and assistant principal. The School Safety plan was recently reviewed and discussed with the staff in October 2025. School Site Council last reviewed and approved the Bon View Elementary Comprehensive School Safety Plan on October 29, 2025 and received district approval on December 1, 2025 with the Ontario Police Department and Ontario Fire Department receiving notice for input. An approved copy of the school site safety plan may be obtained at Bon View 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.

## 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                 | 2                                    | 3                                     | 0                                   |
| 1           | 26                 | 0                                    | 3                                     | 0                                   |
| 2           | 21                 | 1                                    | 3                                     | 0                                   |
| 3           | 20                 | 1                                    | 3                                     | 0                                   |
| 4           | 27                 | 0                                    | 3                                     | 0                                   |
| 5           | 30                 | 0                                    | 3                                     | 0                                   |
| 6           | 31                 | 0                                    | 2                                     | 0                                   |
| Other       | 11                 | 1                                    | 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                                    | 3                                     | 0                                   |
| 1           | 25                 | 0                                    | 3                                     | 0                                   |
| 2           | 26                 | 0                                    | 3                                     | 0                                   |
| 3           | 22                 | 0                                    | 4                                     | 0                                   |
| 4           | 19                 | 1                                    | 3                                     | 0                                   |
| 5           | 25                 | 0                                    | 3                                     | 0                                   |
| 6           | 31                 | 0                                    | 3                                     | 0                                   |
| Other       | 13                 | 2                                    | 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           | 19                 | 1                                    | 3                                     |                                     |
| 1           | 26                 |                                      | 3                                     |                                     |
| 2           | 26                 |                                      | 3                                     |                                     |
| 3           | 26                 |                                      | 3                                     |                                     |
| 4           | 30                 |                                      | 3                                     |                                     |
| 5           | 18                 | 1                                    | 3                                     |                                     |
| 6           | 28                 |                                      | 3                                     |                                     |
| Other       | 13                 | 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   | 3                                |

## 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                                   | 7991                         | 1354                                | 6637                                  | 122,391                |
| District                                      | N/A                          | N/A                                 | 1497.90                               | \$110,380              |
| Percent Difference - School Site and District | N/A                          | N/A                                 | 126.3                                 | 15.6                   |
| State   | N/A                          | N/A                                 | \$11,146                              | \$101,700              |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -47.5                                 | 23.8                   |

## Fiscal Year 2024-25 Types of Services Funded

All students at Bon View receive standards-based instruction at their appropriate grade level. A Response to Intervention model is utilized for students in grades PK-6 within the three pillars of the MTSS framework and progress monitoring data is used to modify instruction on an ongoing basis. Teachers also incorporate the Gradual Release of Responsibility (GRR) Instructional Framework to provide appropriate instruction, moving students towards independence. Through the (GRR), teachers ensure students take responsibility for their own learning by directing teaching and learning through the cognitive process that emphasizes instruction to mentor students to become capable Thinkers. Teachers regularly examine i-Ready Data and student work samples during at grade level planning meetings and PLC'S to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-instruction accordingly.

School-wide, teachers implement Universal Access time during their Language Arts block where they work in small groups providing students support to access grade level content while providing targeted intervention. Additional intervention action plans are developed when appropriate. ELD is taught through explicit instruction during structured times and imbedded in instruction throughout the day. The SST process is used to identify, monitor, and provide appropriate interventions for students at-risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

## Fiscal Year 2024-25 Types of Services Funded

State education funding provides instructional support in the form of an Intervention Teacher, instructional aide, an IB coordinator, Outreach Coordinator and a School Family Outreach Assistant. Funds are also used to provide intervention programs for students who are at-risk or at-promise between the bells and after school. These intervention classes are provided both by credentialed teachers and the intervention teacher. Supplemental programs that are utilized to meet the needs of students include: Discovery education, i-Ready (math and language arts), IXL, Starfall, CNN10, Mountain Math, and Class-time Strategic Thinking. Bon View also offers afterschool intervention classes to support and enrich student learning. Our after-school Extended Learning Opportunities Program (ELOP) offers both high interest activities as well as direct instructional intervention. We work closely with the City of Ontario's after-school program "Think Together" which hosts approximately 175 Bon View students on site. As an International Baccalaureate World school, Bon View offers an inquiry-based educational program with a global emphasis. As part of the IB program, students receive foreign language instruction, as well as music, art and PE Enrichment. In addition, as an IB school, a full-time IB library media specialist works with students on developing research and technology skills. Utilizing Proposition 28 funding, Bon View was able to secure a full-time Visual and Performing Arts teacher which provides VAPA lessons weekly to each classroom and organizes student performance events for the Bon View community. At the onset of the 2024 school year, Bon View took a lead role in participating in OMSDs Special Education Collaborative model in which our Mild Moderate Special Day Class, grades 4-6, were mainstreamed for a period of time each day to support social and academic development.

The school's Outreach Coordinator supports attendance, SSTs, and arranges support services for parents and students in need such as counseling and incidentals. She takes the lead role in triaging students with high needs due to immediate social concerns to determine if additional emergency or district services are required.

Technology is utilized to support instruction and student mastery of curriculum. Teachers incorporate technology into daily instruction by the use of document cameras, Smartboards, classroom printers, and Chromebooks/i-Pads (1:1) for classroom engagement and 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 |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>                      | \$69,782        | \$61,597                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$105,685       | \$98,902                                     |
| <b>Highest Teacher Salary</b>                        | \$129,830       | \$126,340                                    |
| <b>Average Principal Salary (Elementary)</b>         | \$183,587       | \$158,383                                    |
| <b>Average Principal Salary (Middle)</b>             | \$189,187       | \$165,207                                    |
| <b>Average Principal Salary (High)</b>               |                 | \$162,237                                    |
| <b>Superintendent Salary</b>                         | \$386,975       | \$288,332                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 31.51%          | 31.29%                                       |
| <b>Percent of Budget for Administrative Salaries</b> | 4.89%           | 5.38%  |

## 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 know ledge and develop needed skills to provide quality services in order to maximize student learning and achievement. Professional development courses and programs are developed and coordinated by the district Learning and Teaching Division and are held at a variety of district locations as well as on-site. The focus of all professional development is based on the instructional and management priorities outlined in the goals and objectives of the school plan for student achievement. In addition, paraprofessionals such as instructional aides are offered training through the District Education

## Professional Development

Center and Pupil Personnel Services department. Clerical and Custodial staff training also occurs through the Maintenance and Operations Department and by District Education Center personnel. The district also provides courses for teachers working towards their teaching credentials, support for veteran teachers through the Peer Assistance and Review program (PAR), technology training and classroom support, compliance related workshops and a variety of job-specific and mandated trainings for classified employees. OMSD has several sustained initiatives including writing development, language development, professional learning communities, and SMART goal planning. Professional development is offered primarily after-school, and during the school day on release days. Classroom teachers participate in various professional development opportunities including IB Units of Inquiry, Gradual Release, i-Ready, Kagan Cooperative Learning, NGSS, Eureka Math, AVID, Write From the Beginning, Next Gen. math, and Class-time Strategic Thinking. OMSD classified, certificated and management employees are required to complete mandated trainings each year which include: Title IX, Mandated Reporter, Sexual Harassment, Suicide Prevention, and Workplace Violence.

Staff development at Bon View is based on evaluations and observations from International Baccalaureate program consultants, district initiatives, and student and staff needs at the site. I-Ready student performance data, along with teacher and principal observations, help determine professional development needs. The focus of our staff development sessions have been in the areas Gradual Release, PLTs, Social Emotional Supports, best practices in Math & ELA, inquiry-based learning approaches, and implementation of IB units of study. Additional professional development this year is focused on writing development, Trauma Informed Practices and Restorative Practices. Ongoing focus areas include International Baccalaureate (IB) Category I and II training, "Write from the Beginning" trainings, inquiry learning, common core standards, and Response To Intervention and Instruction and PBIS. Teachers meet regularly for collaboration, analyzing student data, and planning instruction based on student performance. This year we continued with the implementation of MTSS (Multi-Tiered Systems of Support) where a leadership team is actively working on strengthening our systems for Academics, Behavior, and Social-Emotional student support in collaboration with the school sites leadership teams such as the Pedagogical, AVID, and PBIS. Ongoing PLCs will focus on NGSS standards and integration.

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

| Subject  | 2023-24 | 2024-25 | 2025-26 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 24      | 23      | 25      |