

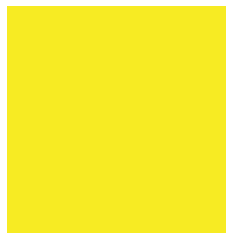
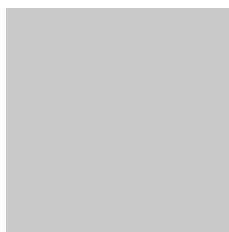
Buena Vista Middle School

Grades 6-8
CDS Code 27-66225-6115182

Kate Pagaran
Principal
kpagaran@spreckelsdistrict.org

18250 Tara Drive
Salinas, CA 93908
(831) 455-8936

<https://spreckelsdistrict.org/schools/buena-vista-middle>



Spreckels Union School District

130 Railroad Avenue Spreckels, CA 93962 ▪ <https://spreckelsdistrict.org>
Eric Tarallo, Superintendent ▪ etarallo@spreckelsdistrict.org ▪ (831) 455-2550



Principal's Message

Buena Vista Middle School (BVMS) is a high-performing middle school located just off River Road in the Las Palmas subdivision. Opened in 1998, it is the only middle school in the Spreckels Union School District. The school's current enrollment is approximately 338 students.

The entire staff at Buena Vista is committed to providing its students with a challenging and engaging curriculum that allows them to excel in their future endeavors. All core classes are aligned to the Common Core State Standards.

Middle school is a time of exploration. Buena Vista students are encouraged to take part in a variety of learning experiences and extracurricular activities, including band, foreign language, sports, technology, visual and performing arts, and various other enrichment opportunities.

The Buena Vista staff works in partnership with our parents and the community to ensure our graduates are prepared for high school and life in general. We are proud of the fact that many local high school valedictorians are former Bobcats.

School Mission Statement

The mission of the Spreckels Union School District is to be the premier district in Monterey County by providing all students an innovative education in a traditional, small-town environment. We feel that Buena Vista Middle School's unique size, staff, parent dedication, and quality of students allow us to achieve our mission.

School Motto

Buena Vista Middle School Bobcats strive to consistently demonstrate the following values: lifelong learning, integrity, accountability/responsibility, service/compassion, respect, problem solving/perseverance, collaboration, honesty and creativity.



Parental Involvement

Buena Vista Middle School is fortunate to have an active parent-teacher organization, the Buena Vista Bobcat Club. The Bobcat Club meets monthly and raises money throughout the year to fund our extracurricular activities and to supplement teachers' classroom budgets. The Bobcat Club recruits and supports parent and teacher volunteers who supervise various after-school and lunchtime clubs.

The Spreckels Union Educational Foundation is a volunteer organization that raises more than \$100,000 per year to help fund the district's garden, library, arts, and music programs. The foundation's largest fundraiser of the year is the Hoedown.

For more information on how to become involved with the school, please contact Buena Vista Bobcat Club President Heather Brodehl at (831) 455-8936.

School Safety

Buena Vista's school safety plan is updated and reviewed annually. The school meets all federal and state standards for facilities and safety. Teachers, instructional aides and supervisors oversee children during structured breaks on the field and pavilion. We have high expectations for student behavior and enforce these expectations.

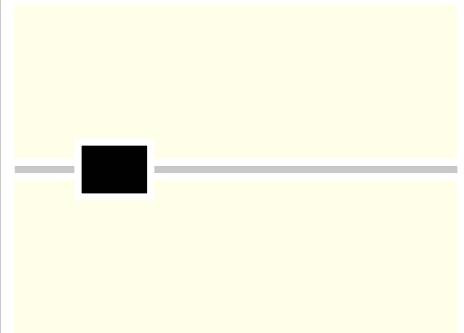
Emergency drills are scheduled monthly, and the school works closely with the Salinas Rural Fire Protection District and Monterey County Sheriff's department to monitor the school safety plan. Key elements of the plan include the monthly safety drills and crisis-intervention plans.

The school safety plan was last reviewed, updated and discussed with the school faculty in November 2019.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



District Mission Statement

The mission of the Spreckels Union School District is to be the premier district in Monterey County by providing all students an innovative education in a traditional, small-town environment.



Governing Board

Dr. Peter Oppenheim, President
Steve McDougall, Vice president
Michael B. Scott, Clerk
Dr. Chris Hasegawa, Member
Jennifer Kato, Member

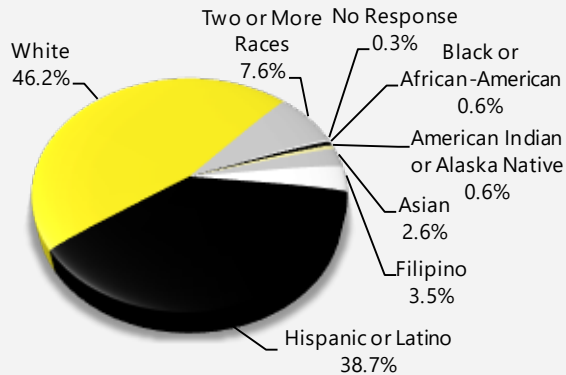


Enrollment by Student Group

The total enrollment at the school was 344 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



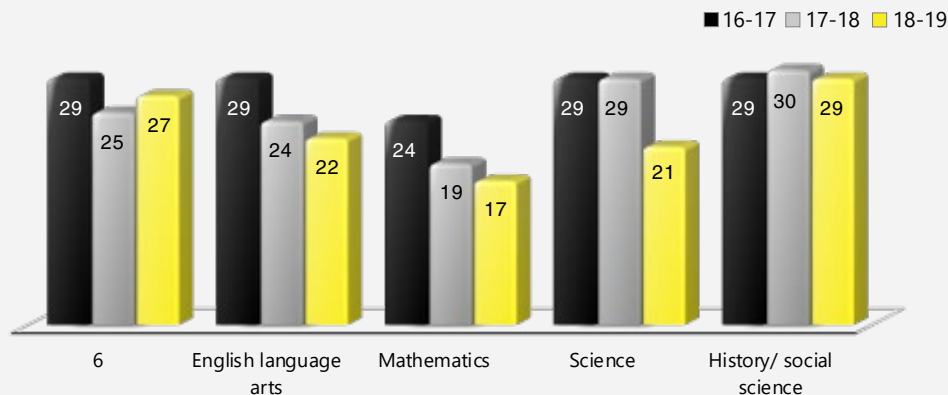
Socioeconomically disadvantaged	17.20%
English learners	4.40%
Students with disabilities	8.10%
Foster youth	0.60%
Homeless	0.00%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Number of Classrooms by Size

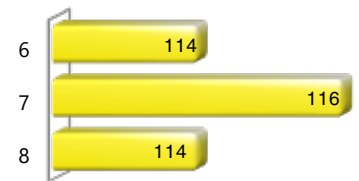
Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6		4			4			4	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		8		5	8		6	9	
Mathematics	2	6		7	2			8	
Science		8			8		6	5	
History/social science		8			8		3	9	

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Buena Vista MS

	16-17	17-18	18-19
Suspension rates	1.4%	1.1%	1.4%
Expulsion rates	0.0%	0.0%	0.0%

Spreckels Union SD

	16-17	17-18	18-19
Suspension rates	0.8%	0.4%	0.6%
Expulsion rates	0.0%	0.0%	0.0%

California

	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Buena Vista MS		Spreckels Union SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Buena Vista MS		Spreckels Union SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	61%	70%	61%	66%	50%	51%
Mathematics	50%	50%	50%	52%	38%	40%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		Buena Vista MS
		Grade 7
Four of six standards		14.4%
Five of six standards		16.9%
Six of six standards		50.8%

California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 6–8.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

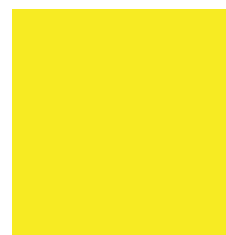
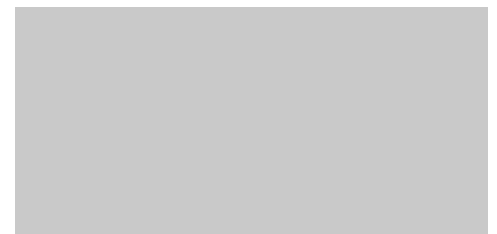
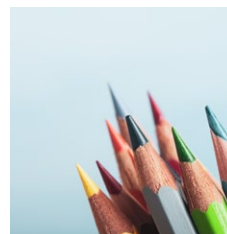
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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



CAASPP Results by Student Group: English Language Arts (grades 6-8)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	338	336	99.41%	0.59%	69.64%
Male	155	155	100.00%	0.00%	61.94%
Female	183	181	98.91%	1.09%	76.24%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	127	127	100.00%	0.00%	62.99%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	160	158	98.75%	1.25%	72.78%
Two or more races	29	29	100.00%	0.00%	72.41%
Socioeconomically disadvantaged	64	64	100.00%	0.00%	56.25%
English learners	33	33	100.00%	0.00%	42.42%
Students with disabilities	32	30	93.75%	6.25%	20.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

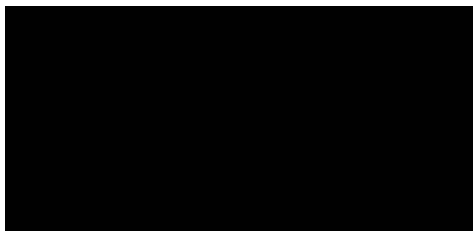
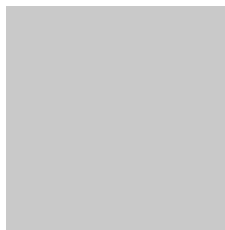
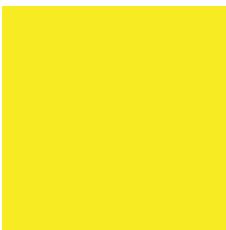




CAASPP Results by Student Group: Mathematics (grades 6-8)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	338	336	99.41%	0.59%	50.00%
Male	155	155	100.00%	0.00%	48.39%
Female	183	181	98.91%	1.09%	51.38%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	127	127	100.00%	0.00%	39.37%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	160	158	98.75%	1.25%	55.70%
Two or more races	29	29	100.00%	0.00%	51.72%
Socioeconomically disadvantaged	64	64	100.00%	0.00%	29.69%
English learners	33	33	100.00%	0.00%	33.33%
Students with disabilities	32	30	93.75%	6.25%	16.67%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





Textbooks and Instructional Materials

Compliance is met per the Instructional Materials Survey for Compliance with Education Code Sections 1240 (i) and 60119 and was completed in September 2019 with a public hearing and a resolution for compliance, adopted by the board of trustees on September 3, 2019.

Every student has access to his or her own textbooks and instructional materials to use in class and to take home. All students are using new, state-approved math materials. TK-2 grade students are using state-approved English language arts (ELA) materials.

Each school site has a textbook-adoption committee that reviews materials and submits a recommendation to the principal and school board for final approval.

Textbooks and Instructional Materials List

2019-20 School Year

Subject	Textbook	Adopted
Reading/language arts	StudySync, McGraw Hill	2017
Mathematics	Go Math!	2013
Science	Glencoe/McGraw Hill	2008
History/social science	Teachers' Curriculum Institute (TCI)	2011
Health	Glencoe Health	2013
Writing	Step Up to Writing	2011

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

2019-20 School Year

Buena Vista MS	Percentage Lacking
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	0%
Health	0%

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

✧ Not applicable.

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks

2019-20 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2019-20 School Year

Data collection date	9/3/2019
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School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Poor
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Poor
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Poor
Overall summary of facility conditions		Fair
Date of the most recent school site inspection		11/13/2019
Date of the most recent completion of the inspection form		11/13/2019

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Replace carpet (various portables) and laminate flooring (E Pod). Create replacement schedule/align with budget development.	Summer 2020
Cleanliness	Deter pigeons roosting in Pavilion.	Ongoing
Safety	Paint Pavilion structure (peeling/chipping/cracking finish). Compile project cost/funding source during budget development.	January-June 2020
	Paint Admin Office interior walls of reception area. District staff assignment during spring or summer break.	April or June 2020
	Paint Multipurpose Facility interior walls, bathroom walls and exterior HVAC doors. District staff assignment during spring or summer break.	April or June 2020
	Paint exterior main entry (columns, doors, kitchen and front office). District staff assignment during spring or summer break.	Summer 2020
Structural	Continue to monitor foundations (sticking doors). Monitor and address as needed.	Ongoing
External	Monitor sticking doors (foundations). Monitor and address as needed.	Ongoing
	Clean exterior glass doors with water spots. District staff assignment during spring or summer break.	April or June 2020
	Correct field drainage issue. Facility improvement project to correct drainage.	Summer 2020

School Facilities

Opened in 1998, Buena Vista Middle School is an attractive school that meets all state and federal guidelines for safety and access. Our skilled custodial crew is committed to keeping our buildings in proper working order. The Ocean Pollution Solution Club, UBU Club, Associated Student Body (ASB), students, and staff collaborate to sponsor various cleanup days and recycling projects. Buena Vista is a county leader in environmental awareness and has included an eco-friendly mission statement in its handbook. Under the supervision of a teacher, students volunteer each lunch period to recycle and compost.

Buena Vista Middle School shares a library with Monterey County that is open to both students and community members. In addition, Buena Vista is 1:1 in terms of technology, as all students have their own Chromebook to use throughout the day.

Upgrades to the school's outdoor pavilion are in the planning phases. Additionally, the school's main sports field will be enhanced in the next few years using Measure B funds and one-time general fund monies.



Types of Services Funded

Buena Vista Middle School has a premier music program. A full-time district music teacher meets with BVMS band students in the morning four times a week and choir students on Wednesday afternoons. Winter and spring concerts are held annually.

The district has a partnership with the nonprofit Harmony at Home to provide a counselor five days a week.

Qualified volunteers coach sports teams and staff supervise noontime activities.



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Spreckels Union SD	Buena Vista MS		
Teachers	19-20	17-18	18-19	19-20
With a full credential	44	18	19	15
Without a full credential	2	0	0	1
Teaching outside subject area of competence (with full credential)	1	0	0	1

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Buena Vista MS		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

Professional Development

New teachers are provided additional support through the Monterey County Office of Education new teacher induction program.

Early release days are scheduled each Wednesday so teachers can collaborate and share ideas to improve instruction. Teachers are also encouraged to attend workshops and conferences to continue their professional development.

The district's Local Control and Accountability Plan (LCAP) budgets funds for professional development opportunities in math, Common Core State Standards implementation, English language development and technology.

Professional Development Days		Three-Year Data		
		2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement		5	5	5

✧ Not applicable.

⌘ Harmony at Home.

★ County Free Library Employee.

☆ Contract services for students with an IEP.

▲ Health Aide and visits from Certified Nurse.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data

2018-19 School Year

	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.350⌘
Library media teacher (librarian)	1.000★
Library media services staff (paraprofessional)	1.000★
Psychologist	0.350★
Social worker	0.000
Nurse	0.375▲
Speech/language/hearing specialist	0.350
Resource specialist (nonteaching)	0.000



Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data			2017-18 Fiscal Year
	Spreckels Union SD	Similar Sized District	
Beginning teacher salary	\$43,147	\$45,252	
Midrange teacher salary	\$61,511	\$65,210	
Highest teacher salary	\$88,096	\$84,472	
Average elementary school principal salary	\$99,675	\$107,614	
Average middle school principal salary	\$99,675	\$112,242	
Superintendent salary	\$137,270	\$124,686	
Teacher salaries: percentage of budget	37%	31%	
Administrative salaries: percentage of budget	7%	7%	

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison			2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Buena Vista MS	\$6,544	\$66,462	
Spreckels Union SD	\$5,261	\$73,467	
California	\$7,507	\$64,941	
School and district: percentage difference	+24.4%	-9.5%	
School and California: percentage difference	-12.8%	+2.3%	

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$7,991
Expenditures per pupil from restricted sources	\$1,447
Expenditures per pupil from unrestricted sources	\$6,544
Annual average teacher salary	\$66,462



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

School Accountability Report Card

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