

Buena Vista Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Buena Vista Elementary School
Street	6547 Buena Vista Road
City, State, Zip	Bakersfield, CA 93311
Phone Number	(661) 831-0818
Principal	Daniel Hansford
Email Address	dhansford@pbvUSD.net
Website	http://www.pbvUSD.k12.ca.us/Domain/10
County-District-School (CDS) Code	15633626009260

Entity	Contact Information
District Name	Panama-Buena Vista Union School District
Phone Number	(661) 831-8331
Superintendent	Kevin Silberberg, Ed.D.
Email Address	ksilberberg@pbvUSD.net
Website	http://www.pbvUSD.k12.ca.us/

School Description and Mission Statement (School Year 2019-20)

Buena Vista Elementary is rich in history. The original school site was established in 1875, and the present school can be traced back to the 1914. Buena Vista derived its name from the early name given to the southern portion of the San Joaquin Valley by Pedro Fages. Mr. Fages named the large lake located between what is now Bakersfield and Taft "Buena Vista" (good view) after being impressed by the spectacular view he experienced upon entering the valley. We live up to the school motto, "A Tradition of Quality Education."

In 2002, Buena Vista Elementary School was recognized as a California Distinguished School. We strive to maintain the concept of "Excellence in Education" as defined by the Panama-Buena Vista Union School District. The mission of the Panama-Buena Vista Union School District is to efficiently and equitably prepare all students for a productive and successful citizenship in our society. Toward that end, the district is committed to a comprehensive core curriculum, grounded in cultural literacy, to develop the broad background of fundamental knowledge necessary to promote intellectual, ethical, cultural, emotional, and physical growth.

Buena Vista has provided "Excellence in Education" since 1875. This tradition rests solidly on a professional and caring staff, engaged parents, and motivated students working together to achieve state and district standards. Buena Vista teachers are currently reviewing both CAASPP and STAR testing results and using the information acquired to improve and drive the instructional program. Adults have high expectations for children in their studies and behavior. At Buena Vista Elementary School, we are dedicated to developing confident, lifelong learners with the skills and knowledge necessary to succeed in the rapidly changing world of the twenty-first century. An effective partnership between home, school, and community empower students to become socially responsible citizens who effect positive change in our culturally diverse society. Buena Vista Elementary School will continue to provide a safe and learning focused environment; promote local and national service; and embrace the diversity of our community.

Mission Statement: To Inspire Our Learners to Become Dedicated, Lifelong Leaders.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	144
Grade 1	138
Grade 2	143
Grade 3	131
Grade 4	130
Grade 5	140
Grade 6	114
Total Enrollment	940

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	6.2
American Indian or Alaska Native	0.5
Asian	11.3
Filipino	0.7
Hispanic or Latino	52.3
Native Hawaiian or Pacific Islander	0.3
White	24.5
Two or More Races	2.7
Socioeconomically Disadvantaged	57.2
English Learners	15.4
Students with Disabilities	9.4
Foster Youth	1
Homeless	2.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	38	40	39	887
Without Full Credential	2	3	3	54
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	31

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 09/2019

Buena Vista Elementary is using Benchmark Advance as its core instruction in English/Language Arts. In Math, K-5 has a focus on GO Math and Engage New York. 6th-grade classrooms are using Engage New York for their core instruction in math. All the curriculum is based on district driven pacing guides to ensure best instructional practices for students.

95% Group materials are used to supplement ELA instruction. They are also used during intervention blocks to address the specific needs of students two or more years behind grade level. Benchmark Advanced also provides curriculum for a daily 30-minute grade level block for our current ELD students.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 2017: Benchmark Education Company, "Benchmark Advance" (TK-6)	Yes	0
Mathematics	Adopted 2014: Houghton Mifflin Harcourt "2015 California GO Math" K-8. EngageNY is a supplementary curriculum used to provide additional practice of CCSS math standards.	Yes	0
Science	Adopted 2007: Macmillan/McGraw-Hill, "California Science" (K-5); Glencoe, "California Focus on Science" (6th)	Yes	0
History-Social Science	Adopted 2006: Scott Foresman, "History-Social Science for California" (K-5); Glencoe "Discovering Our Past: Ancient Civilizations" (6th)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Buena Vista provides a safe and clean learning environment. A scheduled maintenance program is administered by the District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for a positive learning environment. Ongoing repairs and modifications to the physical plant exceed California Building and Safety Codes. The District's coordinator of Safety and Risk Management verifies quarterly that OSHA requirements are met. The exterior grounds are well lit and the perimeter of the school facility is fenced for student protection and safety. A team of custodians ensures classrooms and campus grounds are kept clean and safe. The restrooms are cleaned, sanitized and secured at the end of each school day with 100% of the toilets in operating condition. Installation of solar panels was the most recent improvement to the facility. Grounds and playground equipment are inspected regularly for potential hazards. Scheduled certificated supervision of students begins officially at 7:50 a.m. when the school opens and supervision ends at 3:10 p.m.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 9/25/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	54	56	51	52	50	50
Mathematics (grades 3-8 and 11)	41	48	34	37	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	513	505	98.44	1.56	56.04
Male	262	256	97.71	2.29	48.44
Female	251	249	99.20	0.80	63.86
Black or African American	37	36	97.30	2.70	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	53	53	100.00	0.00	79.25
Filipino	--	--	--	--	--
Hispanic or Latino	257	254	98.83	1.17	49.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	139	136	97.84	2.16	63.97

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	12	12	100.00	0.00	25.00
Socioeconomically Disadvantaged	203	201	99.01	0.99	48.26
English Learners	90	89	98.89	1.11	60.67
Students with Disabilities	78	72	92.31	7.69	19.44
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	20	19	95.00	5.00	42.11

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	513	504	98.25	1.75	48.02
Male	262	256	97.71	2.29	42.97
Female	251	248	98.80	1.20	53.23
Black or African American	37	36	97.30	2.70	36.11
American Indian or Alaska Native	--	--	--	--	--
Asian	53	53	100.00	0.00	73.58
Filipino	--	--	--	--	--
Hispanic or Latino	257	254	98.83	1.17	40.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	139	135	97.12	2.88	56.30
Two or More Races	12	12	100.00	0.00	25.00
Socioeconomically Disadvantaged	203	201	99.01	0.99	42.79
English Learners	90	89	98.89	1.11	49.44
Students with Disabilities	78	72	92.31	7.69	12.50
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	20	19	95.00	5.00	52.63

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which 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.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.3	16.2	25.0

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

The parents of Buena Vista Elementary students support their children, the school and the community by helping their children at home with their school work and providing a caring environment. Opportunities for parental involvement at Buena Vista include the Parent Club, School Site Council (SSC), English Learner Advisory Committee (ELAC), and as classroom and/or BV Edible Schoolyard volunteer. The Parent Club provides funds to help support academic field trips, the purchase of playground equipment, library books, technology, etc. Parents are provided with sign-up sheets at Back to School Night to encourage their support as classroom helpers. All SSC and ELAC meetings are posted on the school website calendar and in front of the office. Parents also sign up to assist with Family Movie Night, Donuts with Dads, Mornings with Moms and at the Scholastic Book Fair. Our Parents also assist at the Buena Vista Edible School Yard (BVESY) and during family garden days held on Saturday mornings. We also offer weekday family cooking classes at the BVESY. Parents can find out about all activities on the school website, through the Buena Vista Parent Club Facebook page or by contacting the Parent Club President - Amberly Haney at 661-831-0818.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.4	0.0	1.1	4.0	2.2	3.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The school safety plan is reviewed yearly and updated whenever appropriate. As outlined in our Safe Schools Plan, the safety committee has addressed concerns for the safe ingress and egress of students. Staff members have received training in emergency protocols, and several staff members are CPR certified. Identifying badges are issued to all individuals as they register in our school office. The gates on the perimeter of the school are locked during school hours and staff members are trained to activate lock-down procedures in the event of an emergency. The School Safety Plan was reviewed at our most recent staff meeting on August 21, 2019. Our positive partnership with local law enforcement is evident in their quick response when concerns arise.

An assessment of the current status of crime is utilized during the review of our campus safety procedures. An action plan and goals are developed to identify strategies and programs to maintain a high level of school safety. The public is notified when a safety meeting is held and parent/community input is encouraged. The Comprehensive Safe School Plan was also reviewed by the Buena Vista School Site Council and approved at the meeting held on October 3, 2019.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	27		6		26		6		24		6	
1	26		4		27		5		27		5	
2	28		5		26		4		28		5	
3	28		5		28		5		24	1	4	
4	28		4		31		4		28		5	
5	29		5		32		3	1	31		4	
6	31		4		31		5		26	1	4	
Other**					7	2						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.5
Other	5.5

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,106.00	3,170.00	6,936.00	75,308.00
District	N/A	N/A	7,579.00	\$74,220.00
Percent Difference - School Site and District	N/A	N/A	-8.9	1.5
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-7.9	-9.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The District uses LCFF funds for its general purpose funding, including, but not limited to:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- School-Based Coordinated Program—staff salaries, staff benefits, services, materials, and support for our lowest performing schools
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and Operations
- Facilities
- District administration

Each school in the District receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

The types of services funded with categorical funds include:

Title II

The district uses Title II funds to increase the academic achievement of all students by helping schools and district (1) improve teacher and principal quality through professional development and other activities and (2) providing low-income and minority students greater access to effective teachers, principals, and other school leaders.

Title III

The district uses Title III funds to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet. The focus is on professional development for teachers across the district that will: 1). Improve the instruction and assessment of ELs; 2). Enhance the ability of teachers to implement curriculum, and improve their instructional strategies for ELs; and 3). Effectively increase students' English language proficiency.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,867	\$45,741
Mid-Range Teacher Salary	\$73,055	\$81,840
Highest Teacher Salary	\$92,173	\$102,065
Average Principal Salary (Elementary)	\$117,980	\$129,221
Average Principal Salary (Middle)	\$123,086	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$212,233	\$224,581
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	20	24	24

Professional Development Focus areas include English Language Development, Benchmark Advance, Technology, 95% Group Intervention for MTSS, Direct Interactive Instruction, Classroom Management, Common Core Standards Implementation, Grade Level Focus Groups, DIBELS, Illuminate, as well as PBIS and AVID implementation. Areas were selected based on a district-wide survey reflecting on student achievement and areas of additional need from the teacher point of view.

Professional development is delivered through Staff Development Days, Grade Level Focus Groups, conference attendance, District workshops with teacher release time, and online video tutorials. Professional Readiness and Educational Program days (Prep Days) which include 90 minutes each week release time, is also provided for teachers to receive school site staff development and work with their collaborative teams. Teachers attend multi-day seminars with presenters and follow-up coaching is provided to support Direct Interactive Instruction and to develop standards-based common core lessons with Benchmark Advance. Teachers are also supported by curriculum specialists, categorical program specialists, Induction Program mentors, Intervention teachers and Academic Coaches.