Butte 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	Butte Vista Elementary School
Street	2195 Blevin Rd.
City, State, Zip	Yuba City CA, 95993
Phone Number	(530) 822-5034
Principal	Jaswinder Peterson
Email Address	jpeterson@ycusd.org
Website	http://butte.ycusd.k12.ca.us/
County-District-School (CDS) Code	51-71464-6067268

Entity	Contact Information
District Name	Yuba City Unified School District
Phone Number	(530) 822-5200
Superintendent	Doreen Osumi
Email Address	dosumi@ycusd.org
Website	http://www.ycusd.org/

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

The mission of Butte Vista School is to provide a challenging and supportive environment for all students to maximize their potential as learners, achievers, and productive world citizens. Butte Vista School will provide the following for ALL K-8 students:

1. Rigorous standards-based curriculum in preparation for high school and other advanced educational opportunities
2. An atmosphere that fosters mutual respect, acceptance of diversity, and cooperative, collegial behavior
3. Opportunities to contribute positively to their school and community
4. Curriculum that incorporates the use of technological skills necessary for academic and career success
5. Knowledge and skills necessary to develop and maintain optimal health and physical fitness

Butte Vista School is one of twelve elementary schools in the Yuba City Unified School District, which also includes one middle school, two comprehensive high schools, one continuation high school, and one alternative school. Classrooms consist of junior kindergarten through eighth grade general education. Sutter County also operates specially equipped classrooms for severely handicapped children on our campus. The goal of Butte Vista School has consistently been to increase the number of students who are meeting or exceeding grade level standards by providing high quality instruction and a safe environment.

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

Grade Level	Number of Students
Kindergarten	107
Grade 1	104
Grade 2	96
Grade 3	95
Grade 4	98
Grade 5	85
Grade 6	109
Grade 7	132
Grade 8	102
Total Enrollment	928

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.1
Asian	23.5
Filipino	0.6
Hispanic or Latino	27.7
Native Hawaiian or Pacific Islander	0.1
White	35.7
Two or More Races	9.5
Socioeconomically Disadvantaged	52.4
English Learners	13.9
Students with Disabilities	7.4
Foster Youth	0.6
Homeless	

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	43	44	45	643
Without Full Credential	1	1	2	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	2	0	0
Total Teacher Misassignments*	2	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: 10/08/2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders ELA/ELD, McGraw Hill Education, 2017 StudySync ELA/ELD, McGraw Hill Education, 2016 READ 180, Houghton Mifflin Harcourt, 2017 English 3D, Houghton Mifflin Harcourt, 2017	Yes	0%
Mathematics	HMH Go Math California, Houghton-Mifflin Harcourt, Gr K-5 2014 Big Ideas Math Gr 6-8 2017, Big Ideas Learning, LLC Big Ideas, Integrated Math I, Big Ideas Learning/Cencage 2016 ALEKS, McGraw-Hill Education, 2017	Yes	0%
Science	District Developed NGSS Units (K-5) STEMScopes (6-8)	No	0%
History-Social Science	Pearson California History Social-Science myWorld Interactive, Grades K-5th (2019) Pearson California History Social-Science myWorld Interactive, Ancient Civilization, Grade 6 (2019) Pearson California History Social-Science myWorld Interactive, Medieval & Early Modern Times, Grade 7 (2019) Pearson California History Social-Science myWorld Interactive, Growth and Conflict, Grade 8 (2019)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Butte Vista School sits on approximately two acres of land. Butte Vista School has about 50 classrooms including classrooms for the after school program, music, and a computer lab. There is also a Multi-Use Room, Library, and Administration Building. Butte Vista students enjoy the athletic field, as well as the play structure for the younger students.The reconstruction done at this site gives Butte Vista School a very pleasing and contemporary look. A track was put in with decomposed granite as the surface in the '16-17 school year The interior of the Multi-Purpose Room was recently painted, and the exterior of the entire campus is currently being painted in the '19-20 school year.

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: 11/15/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Flooring in the MP Room will be replaced using Fund 49.
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	Exterior painting of the Administration building is partially completed. Project will be completed using deferred maintenance funds.
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)	57	62	46	48	50	50
Mathematics (grades 3-8 and 11)	48	47	29	30	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	617	589	95.46	4.54	61.80
Male	311	303	97.43	2.57	58.42
Female	306	286	93.46	6.54	65.38
Black or African American	12	11	91.67	8.33	27.27
American Indian or Alaska Native	--	--	--	--	--
Asian	148	143	96.62	3.38	72.73
Filipino	--	--	--	--	--
Hispanic or Latino	182	178	97.80	2.20	52.25
Native Hawaiian or Pacific Islander					
White	201	188	93.53	6.47	63.83

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	69	64	92.75	7.25	60.94
Socioeconomically Disadvantaged	330	317	96.06	3.94	50.16
English Learners	116	113	97.41	2.59	45.13
Students with Disabilities	54	48	88.89	11.11	12.50
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					

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	618	591	95.63	4.37	47.38
Male	311	303	97.43	2.57	48.84
Female	307	288	93.81	6.19	45.83
Black or African American	12	11	91.67	8.33	9.09
American Indian or Alaska Native	--	--	--	--	--
Asian	148	143	96.62	3.38	64.34
Filipino	--	--	--	--	--
Hispanic or Latino	183	180	98.36	1.64	31.67
Native Hawaiian or Pacific Islander					
White	201	188	93.53	6.47	48.40
Two or More Races	69	64	92.75	7.25	54.69
Socioeconomically Disadvantaged	331	318	96.07	3.93	35.53
English Learners	116	114	98.28	1.72	31.58
Students with Disabilities	55	49	89.09	10.91	6.12
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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	13.1	20.2	57.1
7	13.5	31.0	39.7

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)

Contact Person Name: Lisa Squires and Lindsey Reed
Contact Person Phone Number: (530) 822-5034

The Butte Vista Parent Club (BVPC) is an extremely active and supportive group. They work hard to raise funds to support school programs. The Butte Vista Parent Club has had several very successful fundraisers including: a Jog-a-Thon, Spring Dinner, and the Fall Festival. This club has been instrumental in funding music, art, Shady Creek, and after school programs including middle school athletics. The Butte Vista School Site Council is also an active committee comprised of parents and school personnel. All members are elected to serve on the School Site Council, and they meet once a month to oversee student achievement and monitor how LCAP funds are allocated.

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	6.1	4.1	4.0	6.8	10.5	6.0	3.6	3.5	3.5
Expulsions	0.1	0.1	0.0	0.7	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Safety Plan stresses the procedures for ensuring student safety during emergencies. Revisions to the Safety Plan are reviewed with the whole staff annually. The Safety Plan was reviewed on August 9, 2019, with staff. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake and lock-down drills are conducted on a regular basis throughout the school year.

Butte Vista Elementary School provides a safe, clean environment for students, staff, and volunteers. Students are supervised by teachers and administrators before and after school. During lunch and recess, yard duty personnel and administrators supervise students. Crossing guards assist with supervision after school. There is a designated student drop off and pickup area at the main entrance of the school. All visitors must sign in at the office, where they receive a badge that must be displayed at all times. Visitors are encouraged to give teachers prior notification when visiting a classroom.

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	23		5		24		5		21	1	4	
1	23		4		24		4		26		4	
2	23		4		24		4		24		4	
3	20	3	1		22	1	3		24		4	
4	25		4		28		3		33		1	2
5	30		4		26		4		28		3	
6	23	3	23		29	3	11	10	24	5	18	1
Other**												

*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*	464.0

*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)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	1.0

*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.

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	6875.07	710.37	6164.69	$68,675

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	$8673.01	$73,167.00
Percent Difference - School Site and District	N/A	N/A	-33.8	-0.3
State	N/A	N/A	$7,506.64	$82,031.00
Percent Difference - School Site and State	N/A	N/A	-17.5	-16.1

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)

Yuba City Unified School District spent an average of $12,778.51 to educate students (based on 2018-19 audited financial statements). Yuba City Unified School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the district received approximately $4,475.02 per student in state and federal funding for the following categorical, special education, and support programs:

ASES
CA. Career Pathways
Donations
Extended Day
Lottery
Medi-Cal Billing Option
Medi-Cal SELPA
Sp Ed AB-602
Sp Ed IDEA Basic
Sp Ed Low Incidence
Sp Ed Transportation
Title I
Title II Teacher Quality
Title III, LEP
Title IV
CSEPD Block Grant
LPS Block Grant

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$45,151	$51,374
Mid-Range Teacher Salary	$71,410	$80,151
Highest Teacher Salary	$92,981	$100,143
Average Principal Salary (Elementary)	$140,815	$126,896
Average Principal Salary (Middle)	$150,125	$133,668

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	$153,817	$143,746
Superintendent Salary	$211,380	$245,810
Percent of Budget for Teacher Salaries	33%	35%
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	12	12	12