

M B E S



Mary Buren Elementary School

1050 Peralta St., P.O. Box 788 • Guadalupe, CA 93434-0788 • (805) 343-2411 • Grades P-4

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Guadalupe Union Elementary School District

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Alejandra Serrato Mora

ASES Program Supervisor

School Description

MISSION STATEMENT:

"The Guadalupe Union School District will provide each student the academic, social, and technological skills that will prepare them for a successful high school experience. In collaboration with parents and community, we will assist our students in becoming independent thinkers, lifelong learners, college and career oriented, and responsible, productive members of society."

CORE VALUES and BELIEFS:

The Guadalupe Union School District Board of Trustees value and believe in:

- Ensuring our students receive a high-quality education in a nurturing environment.
- Partnering with parents and the community to ensure every student reaches their full potential.
- Teaching students how to create and maintain positive relationships.
- Using technology in a safe, productive, and innovative manner.

COMMUNITY DESCRIPTION

The Guadalupe Union School District (TK-8) is located on the beautiful California Central Coast, approximately 70 miles north of Santa Barbara and 32 miles south of San Luis Obispo. The city which is situated in the northwest section of Santa Barbara County has a population of approximately 7,000 residents.

Guadalupe is located in the rural agricultural section of the greater Santa Maria Valley. Agriculture is the biggest industry in and around the city. Our district serves families of Guadalupe as well as families from the neighboring farms and ranches. Many of our students come from migrant families. Enrollment in November 2019, was 1,289 students in Kindergarten through 8th Grade. The student population is 96.35% Hispanic, 1.94% White, .31% Black, .16% Asian, .47% American Indian or Alaska Native, .08% Pacific Islander and .31% Multiple.

FROM THE PRINCIPAL

Welcome to the Mary Buren Elementary Annual School Accountability Report Card (SARC). Every school in California is required by state law to publish a school-specific SARC, by February 1 of each year. The SARC contains information about the condition and performance of each California public school. We appreciate you taking the time to read our SARC and become better informed about our school.

At Mary Buren Elementary, we believe preparing students for college and career readiness begins as early as Transitional Kindergarten. As an AVID Elementary school, we teach students, early on, fundamental learning, study, and academic behavioral skills. Our dedicated and highly qualified staff takes great pride in authentically knowing every student to ensure they thrive as learners.

Our vision is to provide every Mary Buren Elementary student the academic and social-emotional foundation for college and career readiness and success in a global society. To ensure this, we:

- Commit to a safe and engaging learning environment.

- Hold high academic and social-emotional expectations for all students.
- Build positive relationships with students, families, and the community.
- Provide rigorous, innovative, teaching and learning enhanced with arts, science, and technology.
- Value families as partners in providing the best possible educational experience to our students.
- Collaborate to review data, share teaching and learning strategies, and continually grow our practice.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	157
Grade 1	163
Grade 2	137
Grade 3	131
Grade 4	109
Total Enrollment	697

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.6
Asian	0.4
Filipino	0.1
Hispanic or Latino	96.1
White	2.2
Two or More Races	0.1
Socioeconomically Disadvantaged	79.9
English Learners	53.8
Students with Disabilities	8.6
Foster Youth	1.1

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 for Mary Buren	17-18	18-19	19-20
With Full Credential	43	39	40
Without Full Credential	2	2	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Guadalupe Union	17-18	18-19	19-20
With Full Credential	♦	♦	67
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Mary Buren Elementary School

Indicator	17-18	18-19	19-20
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)

Guadalupe Union School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. As a result of the site visit on September 3, 2019, pursuant to the Williams Settlement, Guadalupe Union School District had zero findings and was determined to have (1) "sufficient" standards-aligned instructional materials in four core subject areas, (2) facility conditions that do not "pose an emergency or urgent threat to the health or safety of pupils or staff", and (3) the schools provide accurate data on the annual school accountability report card related to the sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, health, and visual and performing arts for use in the classroom and to take home. Textbooks in all subject areas are aligned with the California Content Standards and are selected from the state's most recent list of standards-based materials. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making textbooks used in the school the most current available.

The table displays information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-4 - Wonders/Maravillas; McGraw Hill. Adoption year 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-4 - Engage New York. Adoption year 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	K-4 - Harcourt Brace. Adoption year 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5 - My World/Mi Mundo; Pearson. Adoption year 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Positive Prevention Plus The textbooks listed are from most recent adoption: Yes

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Built in 1974, Mary Buren Elementary School is situated on nine acres. School facilities span 67,600 square feet, and include 42 classrooms, a library, computer lab, cafeteria, administrative offices, restrooms and storage rooms. The November 2016 election addressed the need for a school facilities bond, allowing for the construction of 8 new classrooms at Kermit Intermediate School. The facility strongly supports teaching and learning through its ample classroom and playground space.

In 2019, Guadalupe Union School District was awarded a Full-Day Kindergarten Grant for three (3) million dollars. The grant funds will be used to construct five (5) kindergarten classrooms. The project is designed to provide a secure kindergarten section on campus with designated play areas as separate entrances and exits for kindergartners. This will result in an overall increase of two (2) classrooms since three (3) classrooms will be removed during the construction.

Developers are constructing a new housing development within the city. During the course of the next few years as the new (800) homes are built, it is estimated that 448 new students will enroll in our district. It is estimated that each new residential unit will generate 0.6 students for grades kindergarten through eighth grade. Until the new housing development is complete and a new junior high school is built, adequate facilities will continue to be a challenge. The Guadalupe Union School District participates in the State Financial Hardship program which provides assistance for districts that cannot provide all or part of their local share for a School Facility project.

Future planned projects include upgrading of bell and intercom system; expansion of buzzer and camera system for entering main building; installation of water hydration and drinking fountains; and roofing.

MAINTENANCE REPAIR

Safety concerns are the number one priority of the Maintenance and Operations department. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working are completed in a timely manner. A work order process is used to ensure efficient service and that emergency and safety related repairs are given the highest priority.

CLEANING PROCESS AND SCHEDULE

The district governing board has adopted cleaning standards for all schools in the district. All schools are cleaned daily. A summary of these standards is available at the school office of the district office. The site administration team works with the maintenance, custodial and operational staff to develop preventative maintenance and cleaning schedules to ensure a clean, safe campus.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2019

System Inspected	Repair Status	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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	25	26	21	25	50	50
Math	19	19	11	15	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 Science for All Students**Grades Five, Eight, and Ten****Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	248	244	98.39	25.82
Male	120	118	98.33	27.12
Female	128	126	98.44	24.60
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	233	231	99.14	26.84
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	216	213	98.61	23.94
English Learners	170	167	98.24	21.56
Students with Disabilities	27	26	96.30	3.85
Students Receiving Migrant Education Services	17	17	100.00	29.41
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	249	247	99.20	19.43
Male	121	121	100.00	23.97
Female	128	126	98.44	15.08
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	234	232	99.15	19.83
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	217	216	99.54	18.98
English Learners	170	169	99.41	16.57
Students with Disabilities	27	26	96.30	0.00
Students Receiving Migrant Education Services	17	17	100.00	23.53
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.

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)

Parents and the community are very supportive of the education program at Mary Buren Elementary School. Students benefit from a variety of community and parent-led programs such as the AmeriCorps tutoring program, Watch Dog Dads mentoring program, and parent education courses offered through The Parent Project and Little House by The Park. Committees and councils such as the English Learner Advisory Council (ELAC/DELAC), Migrant Education Parent Advisory Council, and School Site Council offer opportunities for parent input and engagement in school and district decision-making. Community organizations such as the YMCA, Boys & Girls Club, ASES, etc. partner with our school district to improve and increase student support opportunities. Parents and community members can contact our front office at (805) 343-2411 for more information regarding the organizations we have partnered with and to gather more information on how parents/community members can volunteer at Mary Buren Elementary.

Parents are encouraged to be involved in their child's education through volunteering in the classroom, as well as attending school-wide events held throughout the year. Parents are kept abreast of school activities through newsletters for activities such as Back-to-School Night, Open House, monthly Principal Coffee Hour, Coffee with the Superintendent quarterly meetings, classroom events, and/or student recognition assemblies.

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.

School Safety Plan

Mary Buren Elementary School is a closed campus. Two crossing guards are present on Peralta Street and 10th Street to help assist walkers to cross onto campus. All visitors are required to sign in and to wear visitor badges during their stay. School resource officer is present on campus, classrooms, and playgrounds. During lunch, recess breaks, and before and after school, campus safety, the principal, dean of students, outreach consultants, and teachers supervise students and school grounds, playgrounds, and including the cafeteria, to ensure a safe and orderly environment.

The comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans; current status of school crime, child abuse reporting procedures, disaster procedures, routine, and emergency policies related to suspension and expulsion, notification to teachers, sexual harassment policy, provision of a school-wide dress code, safe ingress and egress of pupils, parents, and school employees, safe and orderly school environment, and school rules and procedures.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff throughout the school year during various safety training opportunities and emergency drills. The plan was last updated and reviewed with the school staff in January 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.0	1.6	1.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.3	3.8	5.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	2.0

* 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.

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	21	2	6		22	3	6		18	3	6	
1	27		5		23		6		22		7	
2	21	2	3		26		5		22		6	
3	25		6		21	1	4		26		5	
4	27		5		25		6		27		4	
5	23	1	6		24	1	5					
Other**	11	1							10	1		

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	3

Professional development is based on identified needs in support of student achievement. Curriculum, assessment data, California Content Standards and statewide assessment measures in all core content areas, as well as those associated with bilingual programs, are utilized for analysis, discussion, and professional development planning. All student subgroups (English Learner, Low Income, Students with Disabilities (SWD), Homeless and Foster Youth, grade levels, etc. are considered in developing and determining professional development actions. Instructional materials adoptions, supplemental support programs, AVID, local assessment and progress monitoring tools and protocols, and additional programs are supported by teacher development via dedicated non-student professional development days, during and after school trainings, release time for teacher collaboration, participation in off-site conferences and professional growth workshops provide ongoing opportunities throughout the year.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,280	\$49,378
Mid-Range Teacher Salary	\$76,380	\$77,190
Highest Teacher Salary	\$102,440	\$96,607
Average Principal Salary (ES)	\$135,630	\$122,074
Average Principal Salary (MS)	\$135,630	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$180,473	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	7%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,340	\$1,091	\$9,249	\$79,921
District	N/A	N/A	\$9,249	\$82,856
State	N/A	N/A	11,480	80,680

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	-3.6
School Site/ State	-21.5	-0.9

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

Title I, Title II, Title III, Migrant Education, Title IV, LCFF, Home-to-School Transportation, Special Education, AVID, After School Education and Safety, (ASES), After School Tutoring, Intensive Reading and Math support classes, Newcomer supports, English Learner services, Supplemental Instructional Materials, Homeless student transportation, and Staff Development.

The funding sources listed above help support the following areas; provide homeless students transportation to and from school campuses, purchase of adopted ELA/SLA reading programs, provide teachers professional development to support implementation with math, reading, and ELD curricular programs, and offer students after-school intervention to support students achieve grade-level standards as well as offering enrichment activities. In addition to intervention, funds help support special programs (ASES) offered after-school.

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.