

Buena Vista Elementary School

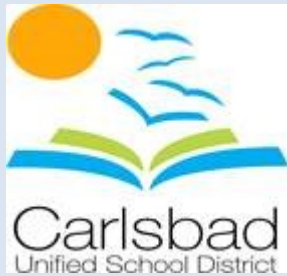
1330 Buena Vista Way • Carlsbad CA, 92008 • (760) 331-5400 • Grades K-5

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<https://buenavista.schoolloop.com/>

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



Carlsbad Unified School District

6225 El Camino Real

Carlsbad CA, 92008

760-331-5000

www.carlsbadusd.k12.ca.us

District Governing Board

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Claudine Jones, Vice President

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District Administration

Benjamin Churchill, Ed. D.

Superintendent

Mr. Chris Wright

**Assistant Superintendent, Business
Services**

Mr. Rick Grove

**Assistant Superintendent,
Personnel Services**

Dr. Robert Nye

**Assistant Superintendent,
Instructional Services**

School Description

"Beautiful view" is the literal translation of our school's name: Buena Vista. And boy do we have one! Not only can you see the ocean from our various playgrounds and some classrooms, you can see it painted on the spectacular murals that decorate the campus walls. The staff, families, and students who are part of the Buena Vista family have a beautiful and realistic view of our school as a representation of everything that is Southern California. We have diversity, a rich history, and an educational program that emphasizes the basics, as well as a plethora of enrichment activities. Like Southern California, we have it all.

At Buena Vista we view ourselves as high achievers, and we do everything we can to provide a well-planned, organized, and stimulating curriculum for our students. We have a diverse population that benefits tremendously from the many programs we offer to support student learning. Program interventions include a learning center for identified special education students, intervention tutors who work in the classrooms to support struggling students, PE teacher, and Art teacher. Student engagement is a key component of each class's instructional program.

We focus on a global environmental awareness during our TK through fifth grade EARTHITUDE program which incorporates experiences that encourage students to reduce their environmental impact, improve their health and wellness, and participate in environmental and sustainability education. Students engage in gardening, field trips to our local flower fields, lagoons, and ocean, weekly Mileage Club and Workout Wednesday, Plastic Free Tuesday, and recycling. We sort our trash during lunches and have Friday recycling manned by our fifth grade students. Our teachers are all skilled in Project Based Learning and utilize their skills to engage and challenge students. Our Open House is held near Earth Day. At that event our hard work and efforts toward Earth study and environmentalism is showcased.

We have an active PTA and School Site Council (SSC) who support the needs of our students both academically and socially through fund-raising and sharp decision-making. The PTA runs fund-raisers to support our art and PE programs, evening events, and assemblies. Some of our social events put on by the PTA are our Pancake Breakfast, Holiday Hootenanny, Family Art Night, BV Campout, and Dinner Nights at local restaurants. Marjorie Giordani - Principal

Types of Services Funded

The District believes in "Best First Instruction," which means each teacher is accountable for the learning needs of the students in their class, teachers differentiate based on these learning needs and they collaborate with grade level team teachers as well as the principal to ensure students progress at every level. Beyond the general education classroom, schools have Learning Center support, and depending upon the site, Special Day Classrooms, Guide counseling, and School Counselors.

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 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	86
Grade 1	56
Grade 2	56
Grade 3	52
Grade 4	72
Grade 5	39
Total Enrollment	361

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.3
Asian	6.4
Filipino	0.3
Hispanic or Latino	37.4
White	48.2
Two or More Races	5.8
Socioeconomically Disadvantaged	29.4
English Learners	8.9
Students with Disabilities	10.5
Foster Youth	0.3

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 Buena Vista	17-18	18-19	19-20
With Full Credential	13	15	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Carlsbad Unified	17-18	18-19	19-20
With Full Credential	♦	♦	572
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Buena Vista 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)

Each elementary school in Carlsbad Unified uses Board adopted materials as the primary curriculum for instruction. Instructional Materials adoptions follow Board Policy procedures and CUSD follows the windows for adoption as recommended by the State Board of Education.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Kinder: Houghton Mifflin Journeys, CA Edition 1st - 5th Grades: Benchmark CA Edition Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Go Math! Houghton Mifflin Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	K: Houghton Mifflin 1-5: Harcourt Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	McGraw Hill Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	MacMillan: Spotlight on Music for K-5 Music Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is not in good repair, according to the criteria established by the Office of Public School Construction. Some of our deficiencies are critical, or may be widespread. Maintenance or minor repairs are required in several areas. We scored between 75 and 90 percent on the 15 categories of our evaluation.

We added three murals over the past calendar year (EARTHITUDE, Character Tree, and Youths in Action in our auditorium. A number of outdoor areas were upgraded with drought tolerant plantings in keeping with our environmentalism focus. Backpack hooks and a lost and found area were created to assist students with school item maintenance.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 7/31/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	ADMIN BLDG: CARPET WORN REPLACE CUSTODIAN: CEILING TILE WATER 1 DAMAGED P RM 24: FLOORING REPLACE P RM 25: REPLACE FLOORING, WALLPAPER PEELING P RM 26: FLOORING REPLACE P RM 27: FLOORING REPLACE, WALLPAPER PEELING P RM 30: FLOORING REPLACE

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		PRM 28: FLOORING REPLACE, WALLPAPER PEELING PRM 29: FLOORING REPLACE RM 10: CARPET WORN RM 13: CARPET WORN RM 14: CARPET WORN RM 15: CARPET WORN RM 16: CARPET WORN RM 18: CARPET WORN REPLACE RM 4: STAINED CEILING RM 7: CARPET WORN RM 8: CARPET WORN RM 9: CARPET WORN RM17: CARPET WORN REPLACE WRK/LOUNGE: CARPET WORN
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	RM 6: LAMPS 6 OUT
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	Good	

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	74	72	74	76	50	50
Math	62	68	66	68	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.

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	157	154	98.09	72.08
Male	72	71	98.61	69.01
Female	85	83	97.65	74.70
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	67	66	98.51	60.61
White	76	74	97.37	81.08
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	59	58	98.31	56.90
English Learners	19	17	89.47	52.94
Students with Disabilities	24	23	95.83	39.13
Foster Youth	--	--	--	--

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.

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	15.4	23.1	46.2

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.

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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	157	156	99.36	67.95
Male	72	71	98.61	71.83
Female	85	85	100.00	64.71
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	67	67	100.00	55.22
White	76	75	98.68	77.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	59	59	100.00	47.46
English Learners	19	19	100.00	57.89
Students with Disabilities	24	23	95.83	34.78
Foster Youth	--	--	--	--

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 are an integral part of the school program at Buena Vista Elementary. Each class has a parent designated as the PTA's contact person. We refer to that person as our communication liaison. Information from the PTA and from community groups where parent involvement might be requested or mandatory is funneled through the communication liaison to the rest of the parents of students in the class. This system enables our teaching staff to focus on the teaching/learning process while parents coordinate the "extras." Parents serve our student community in a variety of other ways, formally and informally. These include volunteering in the classroom, supporting our Earthitude Program (school garden, chicken coop, Workout Wednesdays), running our BV Campout, Holiday Hootenanny, Spring Family Dance, and our Jogathon, coordinating fund-raisers, and serving on representative committees such as ELAC, SSC, PTA, Parent Superintendent Advisory Council, and more. For more information about how you can become involved, please call our site's administrative assistant, Maria Strople, at (760) 331-5400.

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

We revise and update our school safety plan each year in the fall. Our current school safety plan meets all federal, state, and district standards for a comprehensive school safety plan. It addresses prevention, planning, responding, and recovering from possible threats (earthquakes, intruders, fires) to ensure the safety of students, staff, and visitors. Our psychologists, and site administrators are extensively trained in threat assessment techniques by nationally recognized experts in school-threat assessment. To ensure safety on our campus, a school site safety committee conducts inspections to identify potential hazards. We have also developed a disaster preparedness plan, and we conduct regular fire and earthquake drills to familiarize staff and students with emergency procedures. Our school site is also monitored for physical safety. Play structures, sidewalks, and the school's landscaping are maintained at a high standard for student safety and undergo regular inspections. A new visitor check-in system is being implemented, requiring all visitors to sign in and out.

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

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.0	2.2	2.3
Expulsions Rate	0.1	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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	1.0
Other	

* 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	23		3		28		3		24		4	
1	27		1		25		2		23		2	
2	25		2		20	1	1		23		2	
3	25		2		21	1	2		21	1	2	
4	32		1		26		1		36			2
5	31		2		32		1	1	39			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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

The Carlsbad Unified School District provided professional development days prior to the 2018-2019 school year. This included both district-wide professional development for all staff as well as site based professional development activities. In addition, each site offers professional development activities throughout the year based on the needs of the students and staff.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,129	\$51,374
Mid-Range Teacher Salary	\$76,820	\$80,151
Highest Teacher Salary	\$107,077	\$100,143
Average Principal Salary (ES)	\$130,740	\$126,896
Average Principal Salary (MS)	\$134,673	\$133,668
Average Principal Salary (HS)	\$146,525	\$143,746
Superintendent Salary	\$235,000	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	35%
Administrative Salaries	5%	5%

* 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	9,977	4,178	5,798	79,865
District	N/A	N/A	5,473	\$81,643.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	5.8	-2.2
School Site/ State	-25.7	-2.7

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.