

# Buena Vista Elementary School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	Buena Vista Elementary School
<b>Street</b>	37005 Hillcrest Dr.
<b>City, State, Zip</b>	Palmdale, CA 93552-5347
<b>Phone Number</b>	661-285-4158
<b>Principal</b>	Marginese Streeter
<b>Email Address</b>	mstreeter@palmdalesd.org
<b>School Website</b>	<a href="https://www.palmdalesd.org/Page/4453">https://www.palmdalesd.org/Page/4453</a>
<b>County-District-School (CDS) Code</b>	19648576108609

## 2023-24 District Contact Information

<b>District Name</b>	Palmdale Elementary School District
<b>Phone Number</b>	661-947-7191
<b>Superintendent</b>	Raul Maldonado
<b>Email Address</b>	DJNardi@palmdalesd.org
<b>District Website</b>	<a href="http://www.palmdalesd.org">www.palmdalesd.org</a>

## 2023-24 School Description and Mission Statement

### Palmdale School District Mission Statement

The mission of the Palmdale School District is to implement our vision with actions and services targeted to students, parents, and staff so our students can live their lives to their full potential.

Buena Vista supports the Palmdale School District's mission to implement our vision with actions and services targeted to students, parents, and staff so our students can live their lives to their full potential. Our goal is to provide each child with a rigorous and culturally relevant academic education, a safe learning environment, and the knowledge, skills and attitudes necessary for success in the 21st century. Buena Vista's Staff believes that all students can learn. Students are held to high academic standards through the implementation of a standards based curriculum that is differentiated to ensure equitable access. Additionally, Buena Vista students are taught to be responsible and respectful citizens with the necessary skills to succeed beyond the walls of the classroom. Through a partnership with the community, and all stakeholders,, Buena Vista students will be knowledgeable, responsible and successful citizens.

Buena Vista is an AVID school that believes in a college-ready culture. We encourage all students to look forward to attending college and beyond. Additionally, with our students returning to school for the 2023-2024 school year, all students at Buena Vista are offered Socio-Emotional Learning support as well as a robust academic program that will be focused on continuous student growth.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	97
Grade 1	83

Grade 2	82
Grade 3	86
Grade 4	96
Grade 5	112
Grade 6	11
Grade 7	2
Grade 8	5
Total Enrollment	574

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8%
Male	50.2%
American Indian or Alaska Native	1.2%
Asian	0.2%
Black or African American	15.3%
Filipino	0.5%
Hispanic or Latino	76.1%
Two or More Races	1.2%
White	5.2%
English Learners	22%
Foster Youth	3.1%
Homeless	1.9%
Migrant	0.3%
Socioeconomically Disadvantaged	86.9%
Students with Disabilities	19%

## 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.50	79.99	740.50	82.02	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	11.50	1.28	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.30	1.17	26.70	2.97	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.30	8.20	73.80	8.18	12115.80	4.41
<b>Unknown</b>	3.00	10.65	50.10	5.56	18854.30	6.86
<b>Total Teaching Positions</b>	28.10	100.00	902.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.60	74.80	738.10	81.83	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	16.90	1.88	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.10	16.72	61.30	6.80	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.70	3.09	58.20	6.46	11953.10	4.28
<b>Unknown</b>	1.30	5.35	27.30	3.03	15831.90	5.67
<b>Total Teaching Positions</b>	24.80	100.00	902.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.00	0.00

<b>Misassignments</b>	0.30	4.10
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.30	4.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.00	0.00
<b>Local Assignment Options</b>	1.30	0.70
<b>Total Out-of-Field Teachers</b>	2.30	0.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.6	4
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

### 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students are provided with appropriate textbooks and materials in each curriculum area.  
Supplemental materials include: Zearn, Newsela(K-8), Heggerty (TK-2), Mastery Guides - Phonics (K-3)

<b>Year and month in which the data were collected</b>	November 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-5 ELA Benchmark Universe/ 2017 (& 6th - Dual Immersion schools) 6-8 ELA/ELD: Study Sync, McGraw Hill/ 2017 (ELD - SDC only) TK - On My Way - Scholastic/2023 K-5 ELD: Benchmark Advance/2017	Yes	0

	6-8 ELD: English3D/ 2017		
<b>Mathematics</b>	Math K-5: Eureka/Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015 TK - On My Way - Scholastic/2023	Yes	0
<b>Science</b>	K-8: Amplify Science 2020	Yes	0
<b>History-Social Science</b>	K-8: TCI (Teachers Curriculum Institute) 2019	Yes	0

### School Facility Conditions and Planned Improvements

Buena Vista's new campus opened on January 2, 2001. 2022-2023 school year, the school consists of 20 general education classrooms, a library, a Makerspace center, teacher lounge, teacher workroom, media center, cafeteria, music room, a full gym, student cafeteria with stage, and a large office area. A medical facility for students with moderate to severe disabilities is also housed on the campus with 9 classrooms for special education students. The campus site is located on 20 acres of land at the intersection of Avenue S and 52nd Street East.

Our custodial staff performs cleaning operations in each classroom and other school facilities on a daily basis. Hallways and restrooms are monitored throughout the day. Teachers and support staff assist with these efforts by requiring students to take responsibility for the cleanliness of their campus. Noon duty aides fill out a site inspection sheet on a weekly basis.

The phone system allows staff to contact other rooms on campus as well as providing access to outside phone lines. When staff members are unavailable to take calls, parents can leave messages with our office staff.

The district policy is to make necessary repairs as quickly as possible to keep the facilities in a safe and working condition. A work order process is in place to assist in providing these services and monitor the completion of work order requests.

#### Year and month of the most recent FIT report

June 2023

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

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven.

2. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven.

3. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP						
This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.						
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.						
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.						
Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	23	26	29	28	47	46
Mathematics (grades 3-8 and 11)	11	15	14	16	33	34

2022-23 CAASPP Test Results in ELA by Student Group
This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.
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

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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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	322	308	95.65	4.35	26.30
<b>Female</b>	154	146	94.81	5.19	28.08
<b>Male</b>	168	162	96.43	3.57	24.69
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	50	48	96.00	4.00	25.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	248	238	95.97	4.03	26.47
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	15	13	86.67	13.33	30.77
<b>English Learners</b>	67	64	95.52	4.48	12.50
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	295	283	95.93	4.07	26.50
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	83	70	84.34	15.66	14.29

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	322	309	95.96	4.04	15.21
<b>Female</b>	154	146	94.81	5.19	10.96
<b>Male</b>	168	163	97.02	2.98	19.02
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	50	48	96.00	4.00	8.33
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	248	239	96.37	3.63	15.48
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	15	13	86.67	13.33	30.77
<b>English Learners</b>	67	65	97.01	2.99	7.69
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	295	284	96.27	3.73	15.49
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	83	70	84.34	15.66	5.71

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	10.34	14.85	13.34	13.64	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	119	114	95.80	4.20	15.79
Female	62	58	93.55	6.45	8.62
Male	57	56	98.25	1.75	23.21
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	17	17	100.00	0.00	5.88
Filipino	--	--	--	--	--
Hispanic or Latino	91	87	95.60	4.40	17.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	22	21	95.45	4.55	4.76
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	106	102	96.23	3.77	13.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	23	82.14	17.86	17.39

## B. Pupil Outcomes

### 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.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	99	7	99	99

## 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 regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Parents are always welcome at Buena Vista and encouraged to volunteer at the school and be active participants in their children's education. We have several parent leadership groups designed to engage with our parent stakeholders for the betterment of their students.

The School Site Council is an elected committee of parents, teachers, other staff members, and the principal. The purpose of this committee is to review and assess the effectiveness of the Buena Vista School Plan for Student Achievement, including the allocation of resources. SSC meetings are held on the third Thursday of each month. All parents and community members are encouraged to attend.

The English Learner Advisory Council meets monthly several times a year. Their role is to advise the School Site Council, staff, and administration on programs and services providing support for students who are English Learners. All parents and community members are welcome to attend ELAC meetings.

The African American Parent Advisory Council (AAPAC) meets the second Tuesday of every month. The role of AAPAC is to advise the SSC, staff, and administration on programs and services providing support for our African American students, and participating in community unity events.

Buena Vista's learning community is very proud of having a Parent Center with a Parent Community Liaison that provides information and available resources for our parents. Parents are strongly encouraged to participate and volunteer in the Parent Center.

The Parent Teacher Association is very involved in our school activities. The PTA engages in many fundraising and extra curricular activities for students and their families as well as coordinating a volunteer program at the school. PTA periodically holds Family Nights that support the home to school connection. Regular meetings are held each month.

#### 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	648	608	211	34.7
Female	321	303	97	32.0
Male	327	305	114	37.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	7	7	1	14.3
Asian	1	1	1	100.0
Black or African American	100	91	32	35.2
Filipino	6	4	0	0.0
Hispanic or Latino	491	466	164	35.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	9	2	22.2

White	33	29	11	37.9
English Learners	159	149	51	34.2
Foster Youth	34	23	3	13.0
Homeless	12	12	5	41.7
Socioeconomically Disadvantaged	569	532	193	36.3
Students Receiving Migrant Education Services	2	2	2	100.0
Students with Disabilities	149	132	75	56.8

## C. Engagement

### 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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.75	0.46	0.06	5.41	5.27	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.11	0.07	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.46	0
Female	0	0
Male	0.92	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	3	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0

<b>Foster Youth</b>	2.94	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0.53	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	0.67	0

## 2023-24 School Safety Plan

The Buena Vista staff members work together to provide a safe and secure environment for students to learn. The Site Safety Team meets monthly to disseminate information, review procedures, and discuss safety issues. All entrances to the school with the exception of the front office remain locked during school hours. Our newly installed Storefront Door provides an additional layer of restricting access to the campus. Supervisory staff members are clearly identified and all visitors must check in with the office and obtain a visitor's pass. This procedure is aligned with our Visitors Access Policy.

In 2023 - 2024 school year Buena Vista continues to adhere to safety protocols that are in place for any individual accessing the school. Even though during 2022-2023 school year students have returned to our school facility for in-person instruction. We continue to adhere to safety precautions/protocols. These safety protocols include but are not limited to the following:

- One ingress and egress point for all visitors on school campus
- All volunteers must sign in and get a Visitors Pass
- All volunteers are cleared to access the campus utilizing Raptor Technologies
- Checking temperatures of all visitors on an as need basis
- Hand Sanitizer Stations throughout the school

Buena Vista has a full-time Health Nurse Aide who assists students who have become ill or hurt while at school. Due to the large Special Education population at Buena Vista, there is a full time Registered Nurse on campus.

The Buena Vista Safety Plan is updated and reviewed by staff annually and can be reviewed in the school's office. Emergency drills are held at least once a month.

The entire Buena Vista School staff participates in disaster training that prepares them to handle emergency care in the event of earthquakes and other disasters. The School has an organized disaster plan and necessary supplies. The Site Safety Plan is reviewed and updated annually. We conduct monthly fire/emergency drills, weekly site inspections and monthly Safety Team meetings. We take part in the statewide "California Great Shakeout" every October . Our Safety Plan includes the roles of all staff members during an emergency, including Search and Rescue, First Aid, Student-Parent Request and Reunion Gates, Facilities Inspections, and Communications.

## D. Other SARC Information Information Required in the SARC

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

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	10	14	
1	26		21	
2	29		21	
3	21	6	28	
4	17	19	21	
5	26	7	21	
6	1	6		
Other	11	7		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	8	17	
1	21	9	14	
2	21	9	14	
3	25	2	21	
4	28	2	21	
5	26	2	21	
Other	9	7		

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	10	14	0
1	24	8	14	0
2	23	8	14	0
3	23	8	14	0
4	27	2	21	0
5	32	1	1	14
6	1	2	0	0
Other	8	8	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.7
Speech/Language/Hearing Specialist	3
Resource Specialist (non-teaching)	1
Other	7



## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,942	\$1,004	\$11,938	\$102,724
District	N/A	N/A	\$4,552	\$97,605
Percent Difference - School Site and District	N/A	N/A	89.6	5.1
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	44.3	13.7

## Fiscal Year 2022-23 Types of Services Funded

Title I - For At-Promise Students in the areas of reading and math intervention

LCAP Funds to implement district, local accountability plan.

EIA/LEP and ELAP- English Language Development for students identified as English Language Learners.

GATE - Gifted and Talented Education for identified students.

Resource: Instructional program for students who have been identified as students with disabilities.

Adaptive PE: Modified Physical Education Program based on individual physical needs of qualifying students.

Speech: Instructional program for speech and language development based on individual needs of qualifying students.

SDC: Special Day Class. Special Education Services are delivered in a self-contained classroom for the majority of the school day. Individual students are mainstreamed to regular education programs as appropriate and as specified in an Individual Education Plan (IEP).

Migrant ED: Supplemental educational services for students whose families qualify as migrant.

Extended Learning Opportunities: Before/After school programs may be available to students for either remediation, enrichment, or English Language Development.

RISE - After school program for students who cannot be picked by parents immediately after dismissal

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,172	\$54,215
Mid-Range Teacher Salary	\$83,295	\$86,843
Highest Teacher Salary	\$116,624	\$111,440
Average Principal Salary (Elementary)	\$128,005	\$140,851
Average Principal Salary (Middle)	\$132,060	\$147,065

## Fiscal Year 2021-22 Teacher and Administrative Salaries

<b>Average Principal Salary (High)</b>	\$122,519	\$142,189
<b>Superintendent Salary</b>	\$251,125	\$252,466
<b>Percent of Budget for Teacher Salaries</b>	26.83%	33.16%
<b>Percent of Budget for Administrative Salaries</b>	5.13%	5.15%

## Professional Development

Teachers meet frequently within and across grade levels in Lesson Study and grade level Professional Learning Communities to plan, discuss, and reflect on strategies, lesson plans, best practices and how to coordinate instruction. In the 2023-2024 school year Professional Learning Communities Plus + (PLC +) is the focus to plan, discuss and reflect on strategies and best practices for instruction and student learning with an emphasis on Teacher Clarity & Efficacy. A teacher survey is taken at the end of the school year that guides site Professional Development and in-service selection decisions. Student data is also used to determine Professional Development offerings. Sites design specific Professional Development based on academic content standards, the California Standards for the Teaching Profession, and research-based practices. Additionally, in order to develop a life-long learning and reflective environment, the School Leadership team participates in Learning Rounds twice a year where we are able to collect anecdotal evidence of classroom teaching and learning.

In order to develop our teachers in the areas of differentiation and intentional instruction Educational Services, Special Education, English Learners, Student Assessment and Accountability, and Teacher Support departments participate in the planning and implementation of District Staff Development activities. Courses have been offered throughout the year on week nights and Saturdays.

Professional Development is also offered during the summer months on content specific and professional areas such as Behavior Management Strategies, CAFE, Teacher Leaders, AVID, English Language Arts, Mathematics workshops, unpacking standards, Intervention Programs and Capturing Kids Hearts Training has been provided to all Classified & Certificated staff. Administration training focuses on the development of Professional Learning Communities and leadership skills. Professional Development is also provided in partnership with our district learning coaches to provide learning opportunities to all staff members. AVID training is provided on a continuous basis for all 1st -5th grade teachers.

Conference and convention attendance, in-service meetings, and staff collaboration offers additional opportunities for professional growth. Teachers observe other professionals, engage in peer coaching and work with mentors and grade level or departmental colleagues.

Other specific training include; ELD Coaching and Tech Tuesdays are offered by the district on various technology topics. Footsteps to Brilliance- TK-3rd grade, Imagine Learning for all students classified as English Learners and demonstrating a need to improve fluency in English. Additionally, Teacher-Principal meetings to discuss data, pre and post conferences as part of the teacher evaluation process.

For 2022-2023 school year, Professional Development was provided for teachers in an in-person format and the plan is to continue this in the 2023-2024 school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	25	25	25