

# Buena Vista Middle School

Grades 6-8  
CDS Code 27-66225-6115182

Kate Pagaran, Principal  
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18250 Tara Drive  
Salinas, CA 93908  
(831) 455-8936

<https://spreckelsdistrict.org/schools/buena-vista-middle>



## Spreckels Union School District

130 Railroad Avenue Spreckels, CA 93962 ▪ <https://spreckelsdistrict.org>  
Eric Tarallo, Superintendent ▪ etarallo@susd.net ▪ (831) 455-2550



## Principal's Message

Buena Vista Middle School (BVMS) is a high-performing middle school located just off of River Road in the Las Palmas subdivision. Opened in 1998, it is the only middle school in the Spreckels Union School District. The school's current enrollment is approximately 324 students.

The entire staff at Buena Vista is committed to providing our students with a challenging and engaging curriculum that allows them to excel in their future endeavors. All core classes are aligned to the Common Core State Standards.

Middle school is a time of exploration. Buena Vista students are encouraged to take part in a variety of learning experiences and extracurricular activities, including band, foreign language, sports, technology, and visual and performing arts.

The Buena Vista staff work in partnership with our parents and the community to ensure our graduates are prepared for high school and life in general.

## School Mission Statement

We fulfill our mission by creating learning opportunities that meet the diverse needs of all students and empower them to flourish both academically and social-emotionally. We nurture all students' strengths and resiliencies to help them reach their full potential. As an academic team and the community, we model and instill the core values of compassion, kindness and respect in all of our work.

## School Vision Statement

Spreckels Union School District believes our students are our core mission, and our community has a shared responsibility to provide an equitable, rigorous, world-class education in an innovative environment that values creativity, curiosity, collaboration and diversity in order to promote lifelong learning.

### *School Motto*

*Buena Vista Bobcats strive to consistently demonstrate the following Bobcat Beliefs:  
Respect, Responsibility and a Readiness to Learn.*



## Parental Involvement

Buena Vista Middle School is fortunate to have two active parent-teacher organizations, the Buena Vista Bobcat Club and the Spreckels Union Educational Foundation.

The Bobcat Club meets monthly and raises money throughout the year to fund our extracurricular activities, including sports. Funds raised also supplement our teachers' classroom budgets.

The Spreckels Union Educational Foundation is a volunteer organization that meets monthly and raises funds to support the district's garden, library, arts and music programs.

For more information on how to become involved with the school, please contact the school office at (831) 455-8936.

## School Safety

Buena Vista's school safety plan is updated and reviewed annually. The school meets all federal and state standards for facilities and safety. Teachers, instructional aides and supervisors oversee children during structured breaks on the field and pavilion. We have high expectations for student behavior and enforce these expectations.

Emergency drills are scheduled monthly, and the school works closely with the Salinas Rural Fire Protection District and Monterey County Sheriff's department to monitor the school safety plan. Key elements of the plan include the monthly safety drills and crisis-intervention plans.

The school safety plan was last reviewed, updated and discussed with the school faculty in September 2021.



## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## District Mission Statement

We fulfill our mission by creating learning opportunities that meet the diverse needs of all students and empower them to flourish both academically and social-emotionally. We nurture all students' strengths and resiliencies to help them reach their full potential. As an academic team and community, we model and instill the core values of compassion, kindness and respect in all of our work.

## Governing Board

Steve McDougall, President

Jennifer Kato, Vice President

Michael B. Scott, Clerk

Dr. Chris Hasegawa, Member

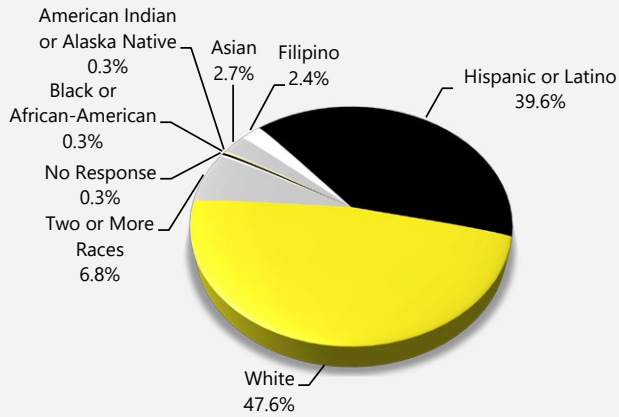
Stephanie McMurtrie Adams, Member

## Enrollment by Student Group

The total enrollment at the school was 336 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

2020-21 School Year

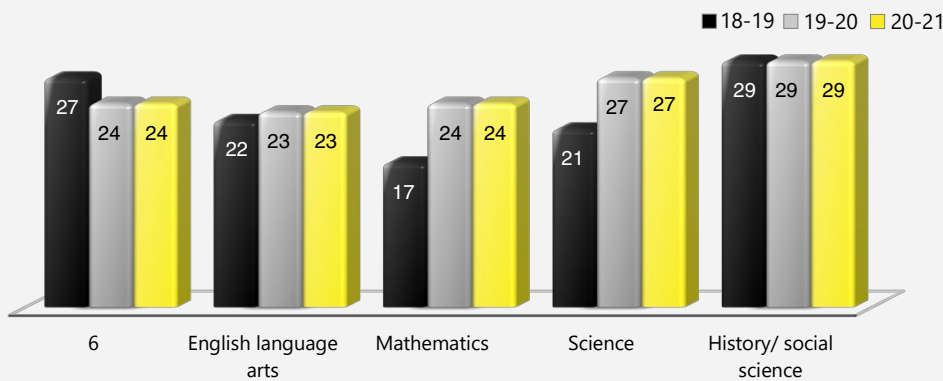


## Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size

Three-Year Data



### Number of Classrooms by Size

Three-Year Data

	2018-19			2019-20			2020-21		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6		4		3	18		3	18	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	6	9		5	8		5	8	
Mathematics		8		3	5		3	5	
Science	6	5		1	7		1	7	
History/social science	3	9			8			8	

## Enrollment by Student Group

### Demographics

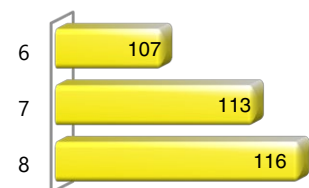
2020-21 School Year

Female	49.10%
Male	50.90%
Non-Binary	0.00%
English learners	3.60%
Foster youth	0.60%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	14.90%
Students with Disabilities	8.00%

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

### 2020-21 Enrollment by Grade



## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions		Two-Year Data				
	Buena Vista MS		Spreckels Union SD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
<b>Suspension rates</b>	1.4%	0.0%	0.6%	0.0%	3.5%	0.2%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions		2019-20 School Year				
	Buena Vista MS		Spreckels Union SD		California	
	19-20	19-20	19-20	19-20	19-20	19-20
<b>Suspension rates</b>	0.3%	0.2%	2.5%			
<b>Expulsion rates</b>	0.0%	0.0%	0.1%			

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

## Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	0.00%	0.00%	
Female	0.00%	0.00%	
Male	0.00%	0.00%	
Non-Binary	0.00%	0.00%	
American Indian or Alaska Native	0.00%	0.00%	
Asian	0.00%	0.00%	
Black or African American	0.00%	0.00%	
Filipino	0.00%	0.00%	
Hispanic or Latino	0.00%	0.00%	
Native Hawaiian or Pacific Islander	0.00%	0.00%	
Two or More Races	0.00%	0.00%	
White	0.00%	0.00%	
English Learners	0.00%	0.00%	
Foster Youth	0.00%	0.00%	
Homeless	0.00%	0.00%	
Socioeconomically Disadvantaged	0.00%	0.00%	
Students Receiving Migrant Education Services	0.00%	0.00%	
Students with Disabilities	0.00%	0.00%	

## Professional Development

### Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2019-20	5
2020-21	5
2021-22	4

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

### Percentage of Students Meeting Fitness Standards

#### 2020-21 School Year

##### Grade 7

Four of six standards	◇
Five of six standards	◇
Six of six standards	◇

◇ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.



## SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

## Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Buena Vista MS		Spreckels Union SD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	**	■	**	■	28.72%

## CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Buena Vista MS		Spreckels Union SD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

⚠ This school did not test students using the CAASPP for Science.

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

\* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

## Statewide Assessments

**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).

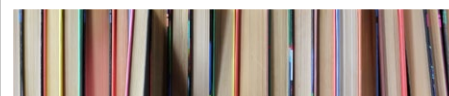
The CAASPP System encompasses the following assessments and student participation requirements:

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).



## Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.



## CAASPP Test Results by Student Group: Science (grade 8)

## Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

## Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	**	**	**	**	**
Female	**	**	**	**	**
Male	**	**	**	**	**
American Indian or Alaska Native	**	**	**	**	**
Asian	**	**	**	**	**
Black or African American	**	**	**	**	**
Filipino	**	**	**	**	**
Hispanic or Latino	**	**	**	**	**
Native Hawaiian or Pacific Islander	**	**	**	**	**
Two or more races	**	**	**	**	**
White	**	**	**	**	**
English Learners	**	**	**	**	**
Foster Youth	**	**	**	**	**
Homeless	**	**	**	**	**
Military	**	**	**	**	**
Socioeconomically disadvantaged	**	**	**	**	**
Students receiving Migrant Education services	**	**	**	**	**
Students with Disabilities	**	**	**	**	**

\*\* This school did not test students using the CAASPP for Science.



CAASPP Test Results by Student Group: English Language Arts (grades 6-8)  
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	338	315	93.20%	6.80%	64.08%
Female	170	157	92.35%	7.65%	67.97%
Male	168	158	94.05%	5.95%	60.26%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	135	124	91.85%	8.15%	55.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	26	25	96.15%	3.85%	60.00%
White	160	149	93.13%	6.87%	68.03%
English Learners	13	13	100.00%	0.00%	23.08%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	47	43	91.49%	8.51%	45.24%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	33	29	87.88%	12.12%	14.29%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown 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.





CAASPP Test Results by Student Group: Mathematics (grades 6-8)  
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	338	306	90.53%	9.47%	42.81%
Female	170	155	91.18%	8.82%	38.06%
Male	168	151	89.88%	10.12%	47.68%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	135	120	88.89%	11.11%	34.17%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	26	24	92.31%	7.69%	62.50%
White	160	145	90.63%	9.37%	42.76%
English Learners	13	12	92.31%	7.69%	16.67%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	47	42	89.36%	10.64%	33.33%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	33	26	78.79%	21.21%	11.54%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown 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.







## Textbooks and Instructional Materials

Compliance is met per the Instructional Materials Survey for Compliance with Education Code Sections 1240 (i) and 60119 and was completed on October 1, 2021 with a public hearing and a resolution for compliance, adopted by the board of trustees on October 7, 2021.

Every student has access to his or her own textbooks and instructional materials to use in class and to take home. All students are using new, state-approved math materials. TK-2 grade students are using state-approved English language arts (ELA) materials.

Each school site has a textbook-adoption committee that reviews materials and submits a recommendation to the principal and school board for final approval.

### Textbooks and Instructional Materials List

2021-22 School Year

Subject	Textbook	Adopted
Reading/language arts	<i>StudySync</i> , McGraw Hill	2017
Mathematics	<i>Go Math!</i>	2013
Science	Amplify Education, Amplify Science: California Integrated Course Model	2020
History/social science	Teachers' Curriculum Institute (TCI)	2011
Health	Glencoe Health	2013
Writing	<i>Step Up to Writing</i>	2011

## Chronic Absenteeism by Student Group

### Chronic Absenteeism by Student Group

2020-21 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	347	341	0	0.00%
Female	172	170	0	0.00%
Male	175	171	0	0.00%
American Indian or Alaska Native	1	1	0	0.00%
Asian	9	9	0	0.00%
Black or African American	1	1	0	0.00%
Filipino	8	8	0	0.00%
Hispanic or Latino	136	135	0	0.00%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	25	24	0	0.00%
White	165	162	0	0.00%
English Learners	13	13	0	0.00%
Foster Youth	2	2	0	0.00%
Homeless	0	0	0	0.00%
Socioeconomically Disadvantaged	51	51	0	0.00%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	37	34	0	0.00%

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

### Percentage of Students Lacking Materials by Subject

2021-22 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

### Currency of Textbooks

2021-22 School Year

Data collection date	10/7/2021
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## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

### Quality of Textbooks

2021-22 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2021-22 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Poor	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Fair	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Fair	
<b>Overall summary of facility conditions</b>	Fair	
<b>Date of the most recent school site inspection</b>	11/8/2021	

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2021-22 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Systems</b>	Swamp cooler (kitchen) needs replacing. Included with feasibility assessment underway (November 2021). Project priority TBD with assessment results and funding options.	TBD
<b>Interior</b>	Carpet (various portables) and laminate floors (E Pod) replacement needed. Collect cost proposal for work to be done during student breaks. Prioritize need based on condition.  Interior gym walls, bathroom walls need paint refresh. Collect cost proposal for work to be done during student breaks.	July-August 2022
<b>Safety</b>	Pavilion structure needs to be repainted (peeling/chipping/cracking finish). No structural damage. Include projected cost with facility needs master list. Project start TBD through budget development process.  Exterior HVAC doors need paint refresh. Site custodial and maintenance staff to address during student breaks.	January-June 2022
<b>Structural</b>	Continue monitoring foundations around portables. Include projected cost with facility needs master list. Project start TBD through budget development process.  Leaking roof needs repair or replacement. Cost proposal underway. Schedule work weather permitting.	Ongoing & November 2021
<b>External</b>	Continue monitoring sticking doors around portables. Include projected cost with facility needs master list. Project start TBD through budget development process.  Remove water spots from exterior glass doors. Site custodial and maintenance staff to address during student breaks.	Ongoing & November-December 2021

## School Facilities

Opened in 1998, Buena Vista Middle School is an attractive school that meets all state and federal guidelines for safety and access. Our skilled custodial crew is committed to keeping our buildings in proper working order. Students at Buena Vista volunteer at lunch and through school clubs to help keep the campus clean. Buena Vista is a county leader in environmental awareness and has included an eco-friendly mission statement in its handbook.

Buena Vista Middle School shares a library with Monterey County that is open to both students and community members. In addition, Buena Vista is 1:1 in terms of technology, as all students have their own Chromebook to use throughout the day.

Recent upgrades to the school's outdoor pavilion have occurred giving students the ability to play outdoor sports all year round.



## Types of Services Funded

Buena Vista Middle School has a premier music program. A full-time district music teacher meets with BVMS band students in the morning four times a week and choir students on Wednesday afternoons. Winter and spring concerts are held annually.

The district has a partnership with the nonprofit Harmony at Home to provide a counselor five days a week.

Qualified volunteers coach sports teams and staff supervise noontime activities.

## Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement				2020-21 School Year		
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>	13.3	74.0%	39.2	82.8%	228,366.1	83.1%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	2.0	4.2%	4,205.9	1.5%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.7	9.8%	1.7	3.7%	11,216.7	4.1%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.5	2.8%	0.5	1.1%	12,115.8	4.4%
<b>Unknown</b>	2.3	13.3%	3.9	8.2%	18,854.3	6.9%
<b>Total Teaching Positions</b>	17.9	100.0%	47.3	100.0%	274,759.1	100.0%

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

For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

**Permits/waivers:** Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

**Teacher Misassignments:** The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

**Vacant Teacher Positions:** The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2020-21 School Year
Authorization/Assignment	Buena Vista MS	
<b>Permits and Waivers</b>	0.8	
<b>Misassignments</b>	0.9	
<b>Vacant Positions</b>	0.0	
<b>Total Teachers Without Credentials and Misassignments</b>	1.7	

Note: The data in these tables 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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

## Teacher Preparation and Placement

**Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned):** The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

**Intern Credential Holders Properly Assigned:** The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

**Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]):** An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
  - Provisional Internship Permits;
  - Short-Term Staff Permits;
  - Variable Term Waivers; and
  - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

### Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA):

A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

**Unknown:** These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.



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

**Credentialed Teachers Authorized on a Permit or Waiver:** Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

**Local Assignment Options:** Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

### Credentialed Teachers Assigned Out-of-Field

2020-21 School Year

Indicator	Buena Vista MS
Credentialed Teachers Authorized on a Permit or Waiver	0.5
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.5

## Class Assignments

**Misassignments for English Learners:** The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

**No credential, permit or authorization to teach:** The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

### Class Assignments

2020-21 School Year

Indicator	Buena Vista MS
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.2%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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



## Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

### Ratio of Pupils to Academic Counselors and School Support Staff Data

2020-21 School Year

	Ratio
Pupils to Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.800★
Library media teacher (librarian)	1.000✕
Library media services staff (paraprofessional)	0.000
Psychologist	0.350▲
Social worker	0.000
Nurse	0.468★
Speech/language/hearing specialist	0.350
Resource specialist (nonteaching)	0.000

✧ Not applicable.

★ Harmony at Home contracted service.

✕ County Free Library employee.

▲ Contracted service.

★ District Health Aide with support from VNA contracted service.

## Financial Data

The financial data displayed in this SARC is from the 2019-20 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data			2019-20 Fiscal Year
	Spreckels Union SD	Similar Sized District	
<b>Beginning teacher salary</b>	\$45,553	\$47,265	
<b>Midrange teacher salary</b>	\$64,940	\$69,813	
<b>Highest teacher salary</b>	\$93,007	\$91,237	
<b>Average elementary school principal salary</b>	\$116,422	\$113,466	
<b>Average middle school principal salary</b>	\$98,505	\$115,186	
<b>Superintendent salary</b>	\$142,815	\$131,359	
<b>Teacher salaries: percentage of budget</b>	34%	30%	
<b>Administrative salaries: percentage of budget</b>	7%	7%	

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison			2019-20 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
<b>Buena Vista MS</b>	\$7,418	\$68,900	
<b>Spreckels Union SD</b>	\$5,999	\$67,210	
<b>California</b>	\$8,444	\$72,352	
<b>School and district: percentage difference</b>	+23.7%	+2.5%	
<b>School and California: percentage difference</b>	-12.1%	-4.8%	

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2022.

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2019-20 Fiscal Year	
<b>Total expenditures per pupil</b>	\$9,127
<b>Expenditures per pupil from restricted sources</b>	\$1,709
<b>Expenditures per pupil from unrestricted sources</b>	\$7,418
<b>Annual average teacher salary</b>	\$68,900

## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

## 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.

## School Accountability Report Card

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## ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)  
For students taking and completing a state-administered assessment.

### Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

#### English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
<b>LEAwide</b>	654	611	93.43%	6.57%	54.05%
<b>Female</b>	334	310	92.81%	7.19%	58.50%
<b>Male</b>	320	301	94.06%	5.94%	49.50%
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	19	19	100.00%	0.00%	78.95%
<b>Black or African American</b>	0	0	0.00%	0.00%	0.00%
<b>Filipino</b>	13	13	100.00%	0.00%	84.62%
<b>Hispanic or Latino</b>	257	238	92.61%	7.39%	44.44%
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or more races</b>	49	45	91.84%	8.16%	53.33%
<b>White</b>	314	295	93.95%	6.05%	58.70%
<b>English Learners</b>	34	33	97.06%	2.94%	9.09%
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically disadvantaged</b>	90	84	93.33%	6.67%	28.92%
<b>Students receiving Migrant Education services</b>	0	0	0.00%	0.00%	0.00%
<b>Students with Disabilities</b>	67	60	89.55%	10.45%	15.25%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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.







## ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)  
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards					2020-21 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
<b>LEAwide</b>	654	594	90.83%	9.17%	42.66%
<b>Female</b>	334	307	91.92%	8.08%	38.89%
<b>Male</b>	320	287	89.69%	10.31%	46.69%
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	19	19	100.00%	0.00%	68.42%
<b>Black or African American</b>	0	0	0.00%	0.00%	0.00%
<b>Filipino</b>	13	13	100.00%	0.00%	76.92%
<b>Hispanic or Latino</b>	257	229	89.11%	10.89%	33.62%
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or more races</b>	49	44	89.80%	10.20%	52.27%
<b>White</b>	314	288	91.72%	8.28%	44.95%
<b>English Learners</b>	34	32	94.12%	5.88%	15.63%
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically disadvantaged</b>	90	83	92.22%	7.78%	27.71%
<b>Students receiving Migrant Education services</b>	0	0	0.00%	0.00%	0.00%
<b>Students with Disabilities</b>	67	55	82.09%	17.91%	12.73%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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.

