

Buena Vista School District

21660 Road 60 Tulare, CA 93274 ▪ (559) 686-2015 ▪ www.buenavistaeagles.org

SARC

2023-24

School Accountability
Report Card
Published in 2024-25



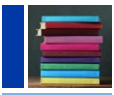
Buena Vista Elementary School

Grades K-8
CDS Code 54-71829-6053862

Travis Brown, Superintendent/Principal
tbrown@buenavistaeagles.org

21660 Road 60
Tulare, CA 93274
(559) 686-2015

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Principal's Message

Buena Vista Elementary School is a small, close-knit country school located about seven miles west of Tulare. We are committed to providing a caring and safe academic environment where students can thrive. Although many of our students live outside the district, they choose Buena Vista for a variety of reasons. Approximately 70% of our 180 students come from outside our district boundaries. Some families seek a more challenging academic environment for their children, others look for support if their children are at risk or below grade level, and many are drawn to the small, family-oriented atmosphere. Regardless of the reason, we ensure that each student's unique needs are met by our dedicated and compassionate staff.

Our school embraces diversity, seeing it not as an obstacle but as an asset. Our students learn tolerance, develop social leadership skills, and are successful in various local competitions, including the Tulare Rural Schools' Spelling Bee, Scripps Spelling Bee, and the Tulare County Office of Education Math Super Bowl. Our students also participate in local art displays, the Reading Revolution, and band reviews.

The academic foundation our students receive at Buena Vista sets them up for success in high school and beyond. Many go on to excel academically and take on leadership roles in high school and college, thanks to the leadership skills they develop during their time with us.

We prioritize our students' social-emotional well-being, especially in light of the challenges brought on by the COVID-19 pandemic. One of the most significant challenges was maintaining the social-emotional connection between families, staff, and students. We continue to create an environment where every family feels welcome on campus and understands that their participation is valued.

To address learning loss, we've introduced intervention programs in language arts and math, with a focus on closing gaps and building momentum. We're also enhancing writing skills through a new writing program and ongoing staff training. Additionally, we've expanded access to reading intervention by investing in staff development and purchasing leveled books.

Buena Vista is a special place where the individual needs of every student are integrated into curriculum planning and instruction. Our entire staff is valued and plays a crucial role in our students' success. We are committed to educating the whole child—mentally, physically, and emotionally.



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.

School Safety

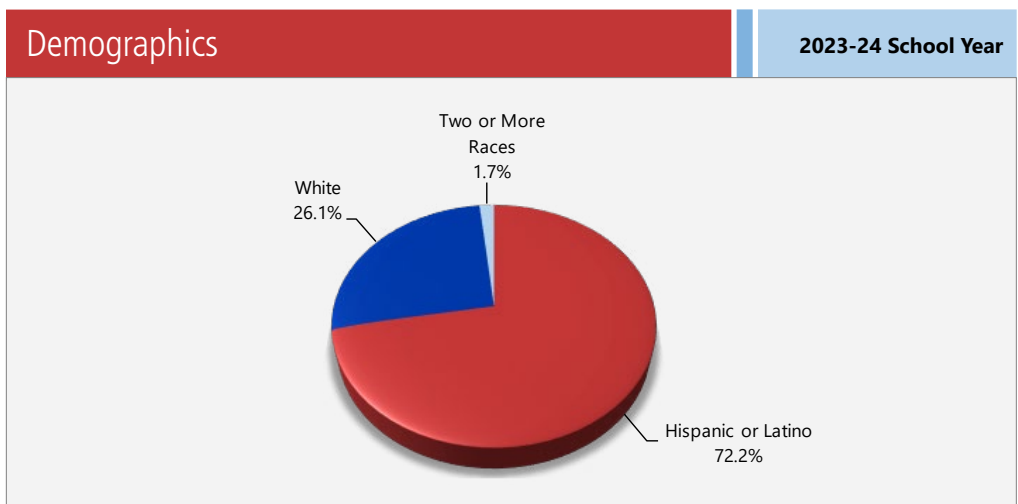
Buena Vista maintains a well-kept and safe environment for our students. Buena Vista maintains an up-to-date and complete safety plan that is housed in the school office and each classroom. Each classroom maintains a quick-reference guide with key points covered for easy access. The plan is reviewed annually with the faculty. The plan covers a wide range of emergencies; earthquake and fire safety are covered as well as intruders and toxic leaks or spills. The school safety plan was last reviewed and updated in November 2024.

School Mission Statement

Buena Vista Elementary School is devoted to developing a well-rounded student. We provide a supportive, educational environment in a small-school setting. Our family community encourages confident, focused, and motivated learners.

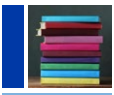
Enrollment by Student Group

The total enrollment at the school was 180 students for the 2023-24 school year. The pie chart displays the percentage of students enrolled in each group.



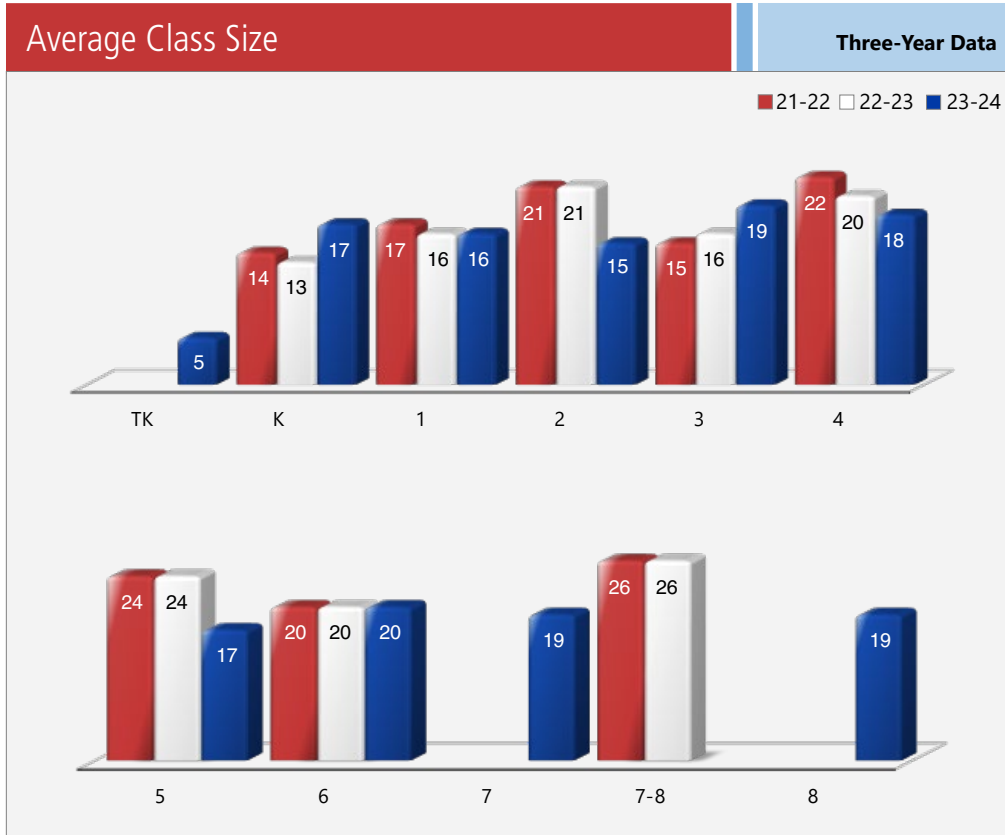
Governing Board

- Dave F. Martin
- Joe Souza
- Mario Simoes, Jr.



Class Size Distribution

The bar graphs display 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.



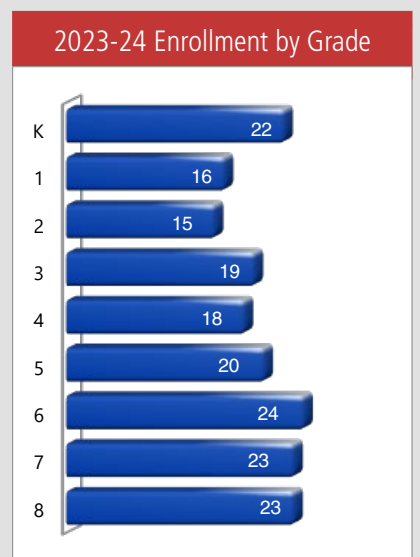
Number of Classrooms by Size				Three-Year Data					
Grade	2021-22			2022-23			2023-24		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK							1		
K	2			2			1		
1	1			1			1		
2		1		1			1		
3	1			1			1		
4		1		1			1		
5		1			1		1		
6		1		1			1		
7							1		
7-8		2		2					
8							1		

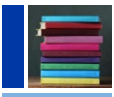
Enrollment by Student Group

Demographics	
2023-24 School Year	
Female	47.80%
Male	52.20%
Non-Binary	0.00%
English learners	15.60%
Foster youth	1.10%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	76.70%
Students with Disabilities	10.60%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2023-24 school year.





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. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	Buena Vista ES			Buena Vista SD			California		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Suspension rates	2.50%	2.00%	1.60%	2.50%	2.00%	1.60%	3.20%	3.60%	3.30%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%



Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2023-24 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	1.60%	0.00%	
Female	0.00%	0.00%	
Male	2.90%	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	1.50%	0.00%	
Native Hawaiian or Pacific Islander	0.00%	0.00%	
Two or More Races	0.00%	0.00%	
White	2.00%	0.00%	
English Learners	0.00%	0.00%	
Foster Youth	0.00%	0.00%	
Homeless	0.00%	0.00%	
Socioeconomically Disadvantaged	2.00%	0.00%	
Students Receiving Migrant Education Services	0.00%	0.00%	
Students with Disabilities	5.00%	0.00%	

Professional Development

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2022-23	4
2023-24	4
2024-25	4

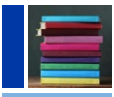


Parental Involvement

Buena Vista parents are highly involved in their children's education, and one of the clearest examples of this is the large number of families who choose to bring their children to Buena Vista from outside the district. These parents are already demonstrating their commitment by going the extra mile—literally. Our Parents Club is active and engaged, and you'll see parents on campus daily, volunteering in various roles. We strongly encourage parents to take an active role in their child's education.

Parents at Buena Vista have many opportunities to get involved and support the school. Their involvement helps provide our students with a range of activities that enrich their academic experience, such as assemblies, field trips, the Book Fair, and the Halloween Carnival, all organized by our Parents Club. Additionally, our School Site Council has been instrumental in supporting classroom instruction by allocating funds for instructional aides and quality materials. Buena Vista parents also volunteer in classrooms and serve as room parents, and when asked to help, almost every parent is ready and willing to assist in any way.

If you're interested in getting involved, please contact Shawna Hyles, the Parents Club representative, at (559) 686-2015.



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. 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 participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test					2023-24 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	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
5	100%	100%	100%	100%	100%
7	100%	89%	100%	89%	100%

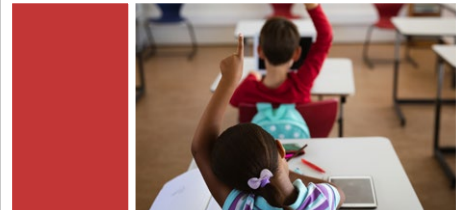
Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2023-24 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	192	189	35	18.50%
Female	90	90	15	16.70%
Male	102	99	20	20.20%
Non-Binary	0	0	0	0.00%
American Indian or Alaska Native	0	0	0	0.00%
Asian	0	0	0	0.00%
Black or African American	0	0	0	0.00%
Filipino	0	0	0	0.00%
Hispanic or Latino	138	136	25	18.40%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	0	0	0	0.00%
White	50	49	9	18.40%
English Learners	29	29	4	13.80%
Foster Youth	0	0	0	0.00%
Homeless	0	0	0	0.00%
Socioeconomically Disadvantaged	147	146	26	17.80%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	20	20	6	30.00%

Types of Services Funded

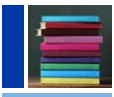
These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- Title I
- Title II
- Title III
- Title VI
- Supplemental/Concentration Funds
- Class-size Reduction
- State Lottery and State Lottery Instructional Materials
- Education Protection Account
- Extended Learning After-school Program (HEART)
- Instructional Aides
- Curriculum Coaches
- Rural Education Achievement Program (REAP)



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.

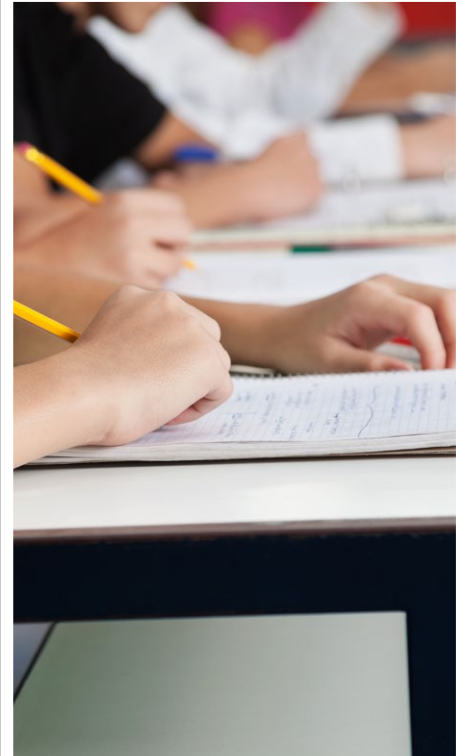


Statewide Assessments

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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



CAASPP Test Results in Science for All Students

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	
Subject	Buena Vista ES		Buena Vista SD		California	
	22-23	23-24	22-23	23-24	22-23	23-24
Science	21.57%	25.64%	21.57%	25.64%	30.29%	30.73%

CAASPP Test Results in ELA and Mathematics for All Students

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.

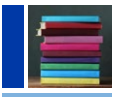
Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Buena Vista ES		Buena Vista SD		California	
	22-23	23-24	22-23	23-24	22-23	23-24
English language arts/literacy	40%	46%	40%	46%	46%	47%
Mathematics	28%	32%	28%	32%	34%	35%

CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

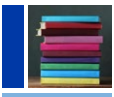


CAASPP Test Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	41	39	95.12%	4.88%	25.64%
Female	22	20	90.91%	9.09%	35.00%
Male	19	19	100.00%	0.00%	15.79%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	27	25	92.59%	7.41%	20.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	12	12	100.00%	0.00%	33.33%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	29	27	93.10%	6.90%	18.52%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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.



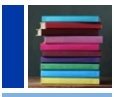


CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	120	117	97.50%	2.50%	46.15%
Female	60	57	95.00%	5.00%	42.11%
Male	60	60	100.00%	0.00%	50.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	84	82	97.62%	2.38%	42.68%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	34	33	97.06%	2.94%	54.55%
English Learners	16	16	100.00%	0.00%	18.75%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	90	88	97.78%	2.22%	42.05%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	14	11	78.57%	21.43%	18.18%

❖ 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.

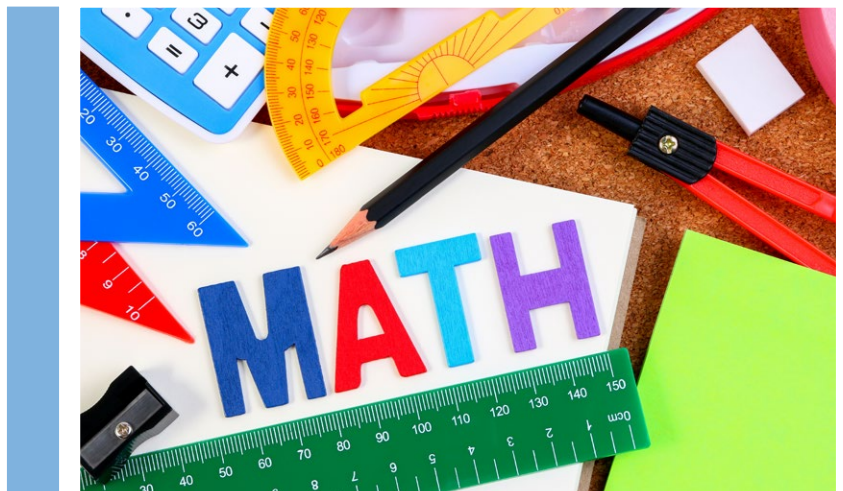


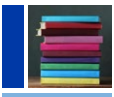


CAASPP Test Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	120	117	97.50%	2.50%	32.48%
Female	60	57	95.00%	5.00%	28.07%
Male	60	60	100.00%	0.00%	36.67%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	84	82	97.62%	2.38%	30.49%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	34	33	97.06%	2.94%	36.36%
English Learners	16	16	100.00%	0.00%	18.75%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	90	88	97.78%	2.22%	28.41%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	14	11	78.57%	21.43%	9.09%

❖ 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

Every Buena Vista student has access to their own high-quality textbooks, purchased in alignment with state adoption cycles. In response to the new Common Core State Standards, we've adopted state-approved materials, including Houghton Mifflin's "Go Math!" series for math, McGraw-Hill's "Wonders" program for English language arts in grades K-6, and the "Collections" program for grades 7-8. We continuously evaluate new materials to ensure they support Common Core standards and enhance learning.

The process of selecting textbooks is collaborative, with the entire teaching staff reviewing and voting on potential samples. These materials are also made available for review by the School Site Council and Parents Club, ensuring that the selection reflects the needs and input of our school community.

At Buena Vista, we believe in integrating visual and performing arts into the curriculum. Art projects, public speaking, and drama are used to enrich learning. Students participate in poetry readings, holiday programs, and the annual talent show, and they also have the opportunity to attend local concerts and theater productions.

Our music program is a key part of our arts focus. All K-4 students participate, while students in grades 5-8 can join the school band, led by our highly qualified music instructor, Scott Horton. The band performs publicly at least six times each year, showcasing our students' musical talents.

We are excited to announce that starting in January 2025, we will partner with the Tulare County Office of Education's Theatre Company to stage a production of Jungle Book KIDS. This collaboration will provide our students with a fantastic opportunity to be involved in a professionally guided theater experience, further expanding their exposure to the performing arts.

We remain committed to offering our students rich opportunities in the arts and look forward to continuing to increase their involvement in visual and performing arts programs.

Textbooks and Instructional Materials List		2024-25 School Year
Subject	Textbook	Adopted
Reading/language arts	Wonders, McGraw-Hill (K-6)	2016
Reading/language arts	Collections, Houghton Mifflin (6-8)	2022
Mathematics	Go Math!, Houghton Mifflin (K-8)	2015
Science	California Science, Macmillan/McGraw-Hill (6-8)	2008
History/social science	Social Science for California, Scott Foresman (K-5); Studies Weekly	2007
History/social science	Discovering Our Past, Glencoe (6-8); Studies Weekly	2007

Quality of Textbooks

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

Quality of Textbooks		2024-25 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	

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 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.

Availability of Textbooks and Instructional Materials

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

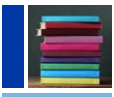
Percentage of Students Lacking Materials by Subject	
2024-25 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

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	
2024-25 School Year	
Data collection date	9/9/2024





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		2024-25 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent FIT report	11/6/2024	

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		2024-25 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Carpet cleaning in kindergarten room due to swamp cooler leak. Hire carpet cleaning company to professionally clean the carpet.	Summer 2025
Structural	Exterior of school needs to be painted. Hire painting company to paint exterior.	TBD
External	Basketball courts have cracks; playground equipment is old. Hire concrete company to resurface and purchase replacement playground structure.	TBD

School Facilities

Founded in 1878, Buena Vista Elementary is one of the oldest schools in Tulare County. Part of our current facility was built in 1952, with significant modernization in 1996 to upgrade classrooms and add three relocatable classrooms. In 2000, a new wing was constructed, which included a kindergarten classroom, a first-grade classroom, and a computer lab/library. In 2003, we expanded the cafeteria, doubling its size, and built a new office. More recently, in 2012-13, a new wing was added to provide modern classrooms for grades 7-8.

In July 2024, we completed the construction of a new transitional kindergarten classroom, specifically designed to accommodate our youngest students. This classroom is equipped with two student bathrooms, a workroom, and space for a future primary playground structure. This addition enhances our campus and demonstrates our commitment to meeting the needs of every student, starting from the earliest years.

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School Facilities

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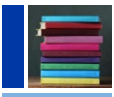
At Buena Vista, we take great pride in maintaining a clean, safe, and supportive learning environment. Our staff works diligently to ensure all facilities are in excellent condition, regularly monitored, and kept in good repair. We offer student supervision from 7:30 a.m. to 6:00 p.m., ensuring a safe environment throughout the day. Class sizes are kept reasonable to prevent overcrowding, and classrooms are clean, comfortable, and conducive to learning.

Our facility maintenance is thorough and consistent. Heaters and coolers are serviced regularly to keep classrooms comfortable year-round. A professional cleaning service deep cleans all classrooms three times a week, and restrooms are cleaned and restocked daily, with deep cleaning performed three times a week by our custodian. We ensure that 100% of our bathroom facilities are fully operational at all times, with repairs completed within two days, unless special circumstances arise.

In addition to custodial care, a part-time maintenance person addresses any repair needs, while a part-time gardener maintains the school grounds, ensuring they remain neat and inviting. Playground equipment is monitored daily, and any necessary repairs are promptly made. If a hazard is identified, the affected area is restricted to ensure student safety.

Our school buildings are accessible to individuals with disabilities, and all classrooms and the office have internet access. Grounds are regularly inspected to ensure the safety of students, staff, and visitors. The janitorial staff is available during both school hours and after, maintaining a clean, secure, and welcoming environment for our entire school community.





Teacher Preparation and Placement

These tables display 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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.0	100.0%	10.0	100.0%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	12,115.8	4.4%
Unknown	0.0	0.0%	0.0	0.0%	18,854.3	6.9%
Total Teaching Positions	10.0	100.0%	10.0	100.0%	274,759.1	100.0%

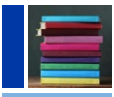
Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.0	100.0%	10.0	100.0%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	11,953.1	4.3%
Unknown	0.0	0.0%	0.0	0.0%	15,831.9	5.7%
Total Teaching Positions	10.0	100.0%	10.0	100.0%	279,044.8	100.0%

Teacher Preparation and Placement					2022-23 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.0	90.9%	10.0	90.9%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	1.0	9.1%	1.0	9.1%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	11,746.9	4.2%
Unknown	0.0	0.0%	0.0	0.0%	14,303.8	5.2%
Total Teaching Positions	11.0	100.0%	11.0	100.0%	277,697.8	100.0%

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/calpadsupdfdash201.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>.



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

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments		Three-Year Data	
Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waiver	0.0	0.0	0.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	0.0



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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. 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		Three-Year Data	
Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.0

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	
2023-24 School Year	
	Ratio
Pupils to Academic counselors	◇
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.0
Library media teacher (librarian)	■
Library media services staff (paraprofessional)	0.7
Psychologist	0.4 ✕
Social worker	0.4 ✕
Nurse	■
Speech/language/hearing specialist	0.4
Resource specialist (nonteaching)	0.6 ✕

Class Assignments

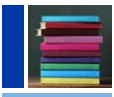
This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments		Three-Year Data	
Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	0.0%	0.0%
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%	0.0%	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>.

- ◇ Not applicable.
- On-call from TCOE.
- ✕ Contracted with TCOE.



Financial Data

The financial data displayed in this SARC is from the 2022-23 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. 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. To look up expenditures and salaries for a specific school district, see the Ed-Data website at 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	2022-23 Fiscal Year	
	Buena Vista SD	Similar Sized District
Beginning teacher salary	\$51,192	\$51,351
Midrange teacher salary	\$72,331	\$80,424
Highest teacher salary	\$85,978	\$103,442
Average elementary school principal salary	⊕	\$124,851
Superintendent salary	\$116,500	\$145,236
Teacher salaries: percentage of budget	29.00%	26.17%
Administrative salaries: percentage of budget	4.00%	6.29%

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	2022-23 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Buena Vista ES	\$14,113	\$92,486
Buena Vista SD	\$14,113	\$92,486
California	\$10,771	\$79,413
School and district: percentage difference	◆	◆
School and California: percentage difference	+31.0%	+16.5%

- ⊕ The principal and superintendent are combined as one position.
- ◆ The percentage difference does not apply to single-site districts.

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	
2022-23 Fiscal Year	
Total expenditures per pupil	\$16,781
Expenditures per pupil from restricted sources	\$2,669
Expenditures per pupil from unrestricted sources	\$14,113
Annual average teacher salary	\$92,486



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.

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 December 2024.