



Mary Buren Elementary School

1050 Peralta St., P.O. Box 788 • Guadalupe, CA 93434-0788 • (805) 343-2411 • Grades K-5
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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Guadalupe Union Elementary School District

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District Governing Board

Anna Marie Santillan Michaud

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District Administration

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Superintendent

Julie Lopez
Director of Educational Services

Kim Greer
Chief Business Official

Matt Dwyer
Director of Food Services

Alejandra Serrato Mora
ASES Program Supervisor

Angela Soares
Assistant Principal

Alma Wilson
Healthy Start Family Services
Coordinator

MISSION STATEMENT:

"The Guadalupe Union School District will provide each student the academic and social skills that will enable them to graduate from high school, become independent thinkers, lifelong learners, and responsible, productive members of society. We will educate students in an emotionally safe environment and in partnership with parents and community."

COMMUNITY DESCRIPTION

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

Guadalupe is located in the rural agricultural section of the greater Santa Maria Valley. Agriculture is the biggest industry in and around the city. Our district serves families of Guadalupe as well as families from the neighboring farms and ranches. Many of our students come from migrant families. Enrollment in October, 2013 was 1,201 students in Kindergarten through 8th Grade. The student population is 95.8% Hispanic, 2.08% White, .33% Black, 1.08% Asian and .25% American Indian or Alaska Native, .17% Pacific Islander and .29% Other.

FROM THE PRINCIPAL

Welcome to the Mary Buren Elementary annual School Accountability Report Card (SARC). The purpose of the School Accountability Report Card is to provide you more detailed information about the quality educational program we offer at our school. Thank you for taking the time to read it and become better informed about our school.

At Mary Buren Elementary School we believe that preparing students for college and career readiness begins as early as kindergarten. Our dedicated and highly qualified staff collaborates with parents and the community to provide the highest quality education to each student.

Our vision is to provide every Mary Buren Elementary School student the academic and social emotional foundation for college and career readiness and success in a global society.

We maintain our commitment to students and their families, community members, and school staff to provide the best educational experience. Our goal is to make continuous improvement in student achievement. Yearly, we renew our commitment in hopes that together we continue to serve students in the best possible way. For this reason, we encourage and welcome parents and the community to participate in any school events, meetings, or informational gatherings. We greatly value your ideas, suggestions, and feedback.

Thank you for working alongside of us in preparing every student for college, career, and life

Mrs. Jesely Alvarez, Principal

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (805) 343-2411.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	173
Gr. 1	134
Gr. 2	152
Gr. 3	135
Gr. 4	135
Gr. 5	145
Total	874

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.1
Asian	0.0
Filipino	0.1
Hispanic or Latino	97.7
Native Hawaiian/Pacific Islander	0.0
White	1.7
Two or More Races	0.0
Socioeconomically Disadvantaged	82.8
English Learners	51.8
Students with Disabilities	8.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Mary Buren Elementary School	12-13	13-14	14-15
Fully Credentialed	35	42	42
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Guadalupe Union Elementary School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	60
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Mary Buren Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	0.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Guadalupe Union School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. Guadalupe Union School District held a Public Hearing on September 11, 2014, and determined that each school within the district has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California.

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

The table displays information collected in January 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>K-5 - English/Language Arts - McGraw-Hill - Adoption Year 2001</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>K-5 - Mathematics - Engage New York - Adoption Year 2014</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>K-5 - Science - Harcourt Brace - Adoption Year 2007</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>K-5 - History/Social Studies - Scott Foresman - Adoption Year 2006</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Built in 1974, Mary Buren Elementary School is situated on nine acres. School facilities span 67,600 square feet, and include 41 classrooms, a library, computer lab, cafeteria, administrative offices, restrooms and storage rooms. In the summer of 2013, fencing and security gates were installed district-wide. In the Spring of 2014, the school received a school beautification grant from Give and Grow, which provided garden, playground, mural, and landscaping upgrades. During the summer of 2014, new pavement was installed on the primary playground blacktop area and in the staff parking lot. Plans are in progress for the summer of 2015 to upgrade the grass fields and paint the main building similarly to the rest of campus.

The district is also in the process of planning a new middle school to be built at the southeast corner of Highway 1 and Highway 166. The facility strongly supports teaching and learning through its ample classroom and playground space. The chart displays the results of the most recent facilities inspection.

MAINTENANCE REPAIR

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

CLEANING PROCESS AND SCHEDULE

All schools are cleaned daily. The administration team work daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: September 2014

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	21	32	26	35	47	30	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	32	32	31	32	35	32	54	56	55
Math	44	41	37	35	35	29	49	50	50
HSS				45	52	61	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools	2	1	2

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.3	24.8	12.4

* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	30
All Student at the School	26
Male	28
Female	25
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	25
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	22
English Learners	9
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	40	-19	-2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	39	-16	-2
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	39	-19	-1
English Learners	36	-20	8
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Mary Buren Elementary School. Student's benefit from a variety of community and parent led programs such as the Americorps tutoring program, Watch Dog Dads mentoring program, Volunteer Corps, and parent education courses such as PIQUE.

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

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Mary Buren Elementary School is a closed campus. All visitors are required to sign in and to wear visitor badges during their stay. During lunch, breaks, and before and after school, the principal and teachers supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

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

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff throughout the school year during various safety training opportunities and emergency drills. The plan was last updated and reviewed with school staff in January 2014.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	5.1	4.9	2.2
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	7.5	8.0	4.6
Expulsions Rate	0.0	0.1	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2009-2010
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		100.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	.50
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.75
Social Worker	1.0
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution												
Average Class Size	Number of Classrooms*											
	1-20			21-32			33+					
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	29	24	25	0	1	1	5	5	6	0		
Gr. 1	26.3	26	22	0	1		6	4	6	0	1	
Gr. 2	25.3	23	22	0	1	1	6	5	6	0		
Gr. 3	27	21	23	0	2	2	5	4	4	0		
Gr. 4	26.8	25	23	0	2	2	4	3	4	0	1	
Gr. 5	27.3	23	24	1	1	1	6	4	5	0		

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$41,213	\$41,535
Mid-Range Teacher Salary	\$66,574	\$64,101
Highest Teacher Salary	\$89,290	\$82,044
Average Principal Salary (ES)	\$95,298	\$104,336
Average Principal Salary (MS)	\$84,744	\$107,911
Average Principal Salary (HS)	\$0	\$102,488
Superintendent Salary	\$129,200	\$155,309
Percent of District Budget		
Teacher Salaries	46	41
Administrative Salaries	4	6

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7507	\$2365	\$5142	\$71,563
District	♦	♦	\$5630	\$76,708
State	♦	♦	\$4,690	\$67,289
Percent Difference: School Site/District			-8.7	-6.7
Percent Difference: School Site/ State			9.6	6.4

Types of Services Funded at Mary Buren Elementary School

Emergency Repair Programs, Common Core, AVID, Home-to-School Transportation, Special Education, Title I, Title II, Title III, Migrant Education, After School Education & Safety, Flexible Funding, Instructional Materials, and Staff Development.

Professional Development provided for Teachers at Mary Buren Elementary School

All training and curriculum development at the Guadalupe Union School District revolves around the Common Core State Standards'. Teachers align classroom curriculum to ensure that all students either meeting or exceed state proficiency levels. For the past three years, the district offered three staff development days where teachers were offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.