

M B E S



Mary Buren Elementary School

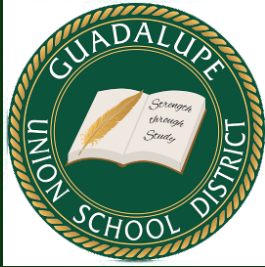
1050 Peralta St., P.O. Box 788 • Guadalupe, CA 93434-0788 • (805) 343-2411 • Grades K-5

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Guadalupe Union Elementary School District

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District Governing Board

David Hosking

Jose Pereyra

Sheila Marie Cepeda

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District Administration

Ed Cora

Superintendent

Julie Lopez

Director of Educational Services

Gloria Grijalva

Chief Business Official

Dena Boortz

Director of Food Services

Alejandra Serrato Mora

ASES Program Supervisor

Angela Soares

Assistant Principal

Samuel Duarte

Family Services Coordinator

Anne Rigali

Pupil Services Coordinator

School Description

MISSION STATEMENT:

"The Guadalupe Union School District will provide each student the academic and social skills that will assist them in becoming high school graduates as well as college and career ready, 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, 2016 was 1,280 students in Kindergarten through 8th Grade. The student population is 96.8% Hispanic, 1.72% White, .47% Black, .55% Asian and .23% American Indian or Alaska Native, .0% Pacific Islander and .23% Other.

FROM THE PRINCIPAL

Welcome to the Mary Buren Elementary Annual School Accountability Report Card (SARC). Every school in California is required by state law to publish a SARC, by February 1 of each year. The SARC contains information about the condition and performance of each California public school. We appreciate you taking the time to read our SARC and become better informed about our school.

At Mary Buren Elementary, we believe preparing students for college and career readiness begins as early as kindergarten. As an AVID Elementary school, we teach students, early on, fundamental learning, study and academic behavioral skills. Our dedicated and highly qualified staff takes great pride in authentically knowing every student to ensure they thrive as learners.

Our vision is to provide every Mary Buren Elementary student the academic and social emotional foundation for college and career readiness and success in a global society. To ensure this, we:

- Commit to a safe and engaging learning environment.
- Hold high academic and social emotional expectations for all students.
- Build positive relationships with students, families, and the community.
- Provide rigorous, innovative, teaching and learning enhanced with arts, science and technology.
- Value families as partners in providing the best possible educational experience to our students.
- Collaborate to review data, share teaching and learning strategies, and continually grow our practice.

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

Mrs. Jesely Alvarez, Principal

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	168
Grade 1	137
Grade 2	107
Grade 3	151
Grade 4	138
Grade 5	157
Total Enrollment	858

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.2
Asian	0.2
Filipino	0.6
Hispanic or Latino	96.3
Native Hawaiian or Pacific Islander	0
White	1.7
Two or More Races	0.3
Socioeconomically Disadvantaged	90.3
English Learners	62.2
Students with Disabilities	8.3
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Mary Buren Elementary School	15-16	16-17	17-18
With Full Credential	44	45	43
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0
Guadalupe Union Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	♦
Without Full Credential	♦	♦	♦
Teaching Outside Subject Area of Competence	♦	♦	♦

Teacher Misassignments and Vacant Teacher Positions at this School			
Mary Buren Elementary School	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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 14, 2015, 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 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-5 - Reader's & Writers Workshop - Adoption Year 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-5 - Mathematics - Engage New York - Adoption Year 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	K-5 - Science - Harcourt Brace - Adoption Year 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5 - History/Social Studies - Scott Foresman - Adoption Year 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Positive Prevention Plus The textbooks listed are from most recent adoption: Yes

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

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. The November 2016 election addressed the need for a school facilities bond, allowing for the construction of a new middle school to be built at the southeast corner of the new Pasadera Development Project. The facility strongly supports teaching and learning through its ample classroom and playground space.

Guadalupe Union School District is experiencing the highest enrollment ever, increasing by over 80 students over the last three years. Developers have begun construction on a new housing development. During the course of the next several years as the new (800) homes are built, it is estimated that 448 new students will enroll in our district. It is estimated that each new residential unit will generate 0.6 students for grades kindergarten through eighth grade. Until the new housing development becomes a reality, and the district is able to build a new junior high school, adequate facilities will continue to be a challenge. The Guadalupe Union School District participates in the State Financial Hardship program which provides assistance for districts that cannot provide all or part of their local share for a School Facility project.

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 and safety related 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.

The chart below displays the results of the most recent facilities inspection.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: September 2015

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 State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	24	37	22	35	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	16	13	18	18	48	48
Math	6	11	7	8	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25.6	19.9	16.7

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	138	135	97.8	37.0
Male	74	73	98.7	31.5
Female	64	62	96.9	43.6
Hispanic or Latino	133	131	98.5	35.9
Socioeconomically Disadvantaged	129	128	99.2	35.9
English Learners	53	53	100.0	22.6
Students with Disabilities	12	12	100.0	25.0
Students Receiving Migrant Education Services	12	12	100.0	33.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	446	444	99.55	12.84
Male	218	216	99.08	11.57
Female	228	228	100	14.04
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	437	435	99.54	12.41
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	405	403	99.51	13.15
English Learners	302	300	99.34	10.67
Students with Disabilities	40	40	100	12.5
Students Receiving Migrant Education Services	72	72	100	11.11
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	445	442	99.33	10.63
Male	218	215	98.62	13.49
Female	227	227	100	7.93
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	436	433	99.31	10.62
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	405	402	99.26	10.45
English Learners	302	300	99.34	8
Students with Disabilities	40	40	100	10
Students Receiving Migrant Education Services	72	72	100	12.5
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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 offered through our Family Services Center.

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 State priority: School Climate (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 March 2015.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	2.7	2.2	2.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	6.9	5.1	5.3
Expulsions Rate	0.1	0.1	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 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	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	24	19	21	2	4	2	4	5	6			
1	25	21	27		2		6	3	5			
2	27	24	21			2	5	6	3			
3	25	27	25				6	5	6			
4	27	25	27				5	6	5			
5	27	24	23		2	1	5	4	6			
Other	11		11	2		1						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

All training and curriculum development at the Guadalupe Union School District revolves around AVID and newly adopted curriculum. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The district offered four staff development days where teachers were offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,355	\$47,034
Mid-Range Teacher Salary	\$74,880	\$73,126
Highest Teacher Salary	\$100,429	\$91,838
Average Principal Salary (ES)	\$127,805	\$116,119
Average Principal Salary (MS)	\$127,805	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$167,000	\$178,388
Percent of District Budget		
Teacher Salaries	38%	37%
Administrative Salaries	6%	6%

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,122	\$1,134	\$8,988	\$76,897
District	◆	◆	\$1,644	\$76,897
State	◆	◆	\$6,574	\$74,194
Percent Difference: School Site/District			446.7	0.0
Percent Difference: School Site/ State			58.3	7.4

* Cells with ◆ do not require data.

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

Types of Services Funded

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.