

# William R. Buckley School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



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

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

## California School Dashboard



The California School Dashboard (Dashboard)

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

## Internet Access

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

## 2022-23 School Contact Information

<b>School Name</b>	William R. Buckley School
<b>Street</b>	2573 W. Westfield Ave
<b>City, State, Zip</b>	Porterville, CA 93257
<b>Phone Number</b>	(559) 788-6412
<b>Principal</b>	Angela Boudreaux
<b>Email Address</b>	<a href="mailto:aboudreaux@burtonschools.org">aboudreaux@burtonschools.org</a>
<b>School Website</b>	<a href="https://www.burtonschools.org/buckleyelementary">https://www.burtonschools.org/buckleyelementary</a>
<b>County-District-School (CDS) Code</b>	54-71837-6114078

## 2022-23 District Contact Information

<b>District Name</b>	Burton School District
<b>Phone Number</b>	(559) 781-8020
<b>Superintendent</b>	Sergio Mendoza
<b>Email Address</b>	<a href="mailto:sergio.mendoza@burtonschools.org">sergio.mendoza@burtonschools.org</a>
<b>District Website Address</b>	<a href="http://www.burtonschools.org">www.burtonschools.org</a>

## 2022-23 School Overview

Principal's Message: Welcome to William R. Buckley, I am excited to serve as your principal for the 2022-2023 school year. William R. Buckley is a neighborhood school serving 500 students in grades K-6. Our school is recognized as a Capturing Kids Heart School, an Apple Distinguished School, and a Leader In Me School. The school has worked hard to obtain these accomplishments and we will continue to do so during the coming year.

At William R. Buckley the staff works diligently to provide a quality education for all students as well as implement the Common Core State Standards while using a curriculum that is rigorous and challenging. The staff at William R. Buckley understands the importance of student-centered learning where students are free to take risks and learn from their mistakes. The district continues to be committed to promoting twenty-first-century learning by providing integration of technology in the classroom. Every student at William R. Buckley has a school iPad to promote creativity, enhance student learning, and prepare students to be college and world-ready. Students also use technology to share their learning with their families through different apps such as Seesaw.

In serving as the principal I believe it is important to build a trusting relationship with the students, staff, and families. This year

## 2022-23 School Overview

my goal is to create trusting partnerships with all stakeholders as well as create a school climate where students feel safe and secure so that optimal learning takes place. I am looking forward to ensuring that William R. Buckley is a wonderful school where everyone has the opportunity to learn and thrive. The staff and I are committed to collaboratively working with our families. Please know that you are an important part of your child's education and we want to partner with you. We have an open-door policy and want your voices to be heard. If you have any questions or concerns please feel free to call, email, or stop by the office. Thank you for entrusting your children to us!

### School Vision:

Empowering the whole student to be confident and successful in college and the world.

### School Mission Statement:

It is the mission of Burton Elementary School to be state leaders in building relationships and providing innovative education to meet our Mission for all students. We will focus on the district's four pillars:

Pillar 1-Student Success-All students will learn in a safe and engaging environment and graduate college and career ready

Pillar 2-Employee Engagement- All employees of Burton School District will be engaged and valued.

Pillar 3-Family and Community Partnerships-All school families and community partners will be engaged and feel valued.

Pillar 4- Improvement, Efficiency, and innovation-All of our district and school processes and operations will be efficient and lead to innovation.

### Community and School Profile:

William R Buckley Elementary is located in rural Tulare County in Porterville, California (population approximately 60,000) in the heart of the San Joaquin Valley. The Burton School District serves over 4,800 students and is comprised of nine schools, ETK-12th grade. William R Buckley serves approximately 513 students in Kindergarten through Sixth Grades in the Burton School District. Committed to our students William R Buckley is a dynamic learning environment for students, teachers, staff, and parents. The learning community is united with goals of strong character, building a strong school community, ongoing professional development, and academic achievement for all. Students, staff, and families are committed to the vision of school success for every student.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	68
Grade 1	71
Grade 2	61
Grade 3	72
Grade 4	84
Grade 5	78
Grade 6	79
<b>Total Enrollment</b>	<b>513</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
American Indian or Alaska Native	1.6
Asian	6.8
Black or African American	0.2
Filipino	3.5
Hispanic or Latino	70.8
Native Hawaiian or Pacific Islander	0.6
Two or More Races	2.7
White	13.8
English Learners	19.7
Foster Youth	0.6
Homeless	7.6
Migrant	1.2
Socioeconomically Disadvantaged	79.5
Students with Disabilities	10.7

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.50	86.34	163.70	75.65	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	4.20	10.30	4.80	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	8.40	24.30	11.27	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	3.90	1.83	12115.80	4.41
<b>Unknown</b>	0.20	1.05	13.90	6.45	18854.30	6.86
<b>Total Teaching Positions</b>	23.80	100.00	216.40	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	2.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.00</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	12.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Burton School District held a Public Hearing on September 19, 2022, and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment 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 for use in the classroom and to take home. The chart below displays data collected in September 2022, regarding textbooks in use during the 2022-23 school year.

<b>Year and month in which the data were collected</b>	September 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Current Adoption (2003) —Good Quality-Pearson	Yes	0%
<b>Mathematics</b>	Current Adoption (2014) —Good Quality-Mcgraw Hill/Engage NY (TK-5) and Current Adoption (2022) - Illustrative Math 6th Grade	Yes	0%
<b>Science</b>	Current Adoption 2019) —Good Quality-Amplify	Yes	0%
<b>History-Social Science</b>	Current Adoption (2006)—Good Quality-McGraw Hill	Yes	0%

## School Facility Conditions and Planned Improvements

### School Site Information:

William R Buckley School, originally constructed in 1997, is currently comprised of 28 classrooms (including portables), one preschool class, a band room, a library, one 21st century classroom, one staff room, one multipurpose room, one athletic field, and the main office. In 1999, the library and multipurpose room were fully remodeled and several portable classrooms were installed.

### Cleaning Process:

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works with two full time custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

### Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication, 100% of the school's restrooms were in working order. The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior, and exterior painting, and flooring systems. The district uses School Dude system to report any facility concerns.

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

December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b>	X			

## School Facility Conditions and Planned Improvements

Fire Safety, Hazardous Materials				
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 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

Note that 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.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data 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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	40	N/A	40	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	26	N/A	23	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	317	311	98.11	1.89	39.87
<b>Female</b>	155	151	97.42	2.58	43.71
<b>Male</b>	162	160	98.77	1.23	36.25
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	21	21	100.00	0.00	57.14
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	13	13	100.00	0.00	53.85
<b>Hispanic or Latino</b>	224	218	97.32	2.68	33.03
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	45	45	100.00	0.00	62.22
<b>English Learners</b>	58	57	98.28	1.72	21.05
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	20	20	100.00	0.00	45.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	252	246	97.62	2.38	35.37
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	35	34	97.14	2.86	5.88

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	316	310	98.10	1.90	25.81
<b>Female</b>	155	151	97.42	2.58	22.52
<b>Male</b>	161	159	98.76	1.24	28.93
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	21	21	100.00	0.00	38.10
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	13	13	100.00	0.00	23.08
<b>Hispanic or Latino</b>	224	218	97.32	2.68	23.85
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	44	44	100.00	0.00	31.82
<b>English Learners</b>	58	57	98.28	1.72	19.30
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	20	20	100.00	0.00	15.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	252	246	97.62	2.38	23.98
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	35	34	97.14	2.86	0.00

## CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	20	NT	17.46	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	77	75	97.4	2.6	20
<b>Female</b>	42	40	95.24	4.76	20
<b>Male</b>	35	35	100	0	20
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	52	50	96.15	3.85	14
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	16	16	100	0	37.5
<b>English Learners</b>	13	13	100	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	61	59	96.72	3.28	15.25
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96%	96%	96%	96%	96%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

The role played by parents in preparing children for school is essential. Parents play a crucial role in their children's education. Children learn better if, in addition to being provided a good instructional program, they receive the ongoing support of parents. At William R. Buckley, we invite and encourage parents to actively participate in a variety of school programs, such as PTA. When parents participate in school, all students benefit. PTA provides fundraising opportunities and a variety of student activities throughout the school year. School Site Council Committee and English Language Advisory Committee are other ways for parents to volunteer in a more formal setting. The School Site Council is a committee made up of school personnel and parents. The focus of the council is to provide a forum for parents and school personnel to come together to identify common goals for the school's compensatory education programs and establish a plan to achieve these goals that will be recommended to the School District Board of Education. School Site Council Members are elected at the beginning of each school year. The LCAP is a critical part of the new Local Control Funding Formula (LCFF). Each school district must engage parents, educators, employees and the community to establish these plans. There are eight areas for which school districts, with parent and community input, must establish goals and actions. Several meetings are scheduled throughout the year where parents and community members have a voice in this process and how the LCAP funding is utilized in each school site.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	537	531	25	4.7
Female	268	264	12	4.5
Male	269	267	13	4.9
American Indian or Alaska Native	8	8	0	0.0
Asian	35	35	1	2.9
Black or African American	3	1	0	0.0
Filipino	20	20	2	10.0
Hispanic or Latino	376	375	17	4.5
Native Hawaiian or Pacific Islander	5	3	0	0.0
Two or More Races	14	14	2	14.3
White	76	75	3	4.0
English Learners	114	112	4	3.6
Foster Youth	5	3	0	0.0
Homeless	46	46	5	10.9
Socioeconomically Disadvantaged	501	499	23	4.6
Students Receiving Migrant Education Services	9	9	0	0.0
Students with Disabilities	64	64	1	1.6

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. 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.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	0.91	2.45
<b>Expulsions</b>	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	2.05	0.02	2.05	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	2.05	0.00
<b>Female</b>	1.12	0.00
<b>Male</b>	2.97	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	5.00	0.00
<b>Hispanic or Latino</b>	2.13	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	2.63	0.00
<b>English Learners</b>	1.75	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	6.52	0.00
<b>Socioeconomically Disadvantaged</b>	2.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	3.13	0.00



## 2022-23 School Safety Plan

Buckley Elementary strives to provide and maintain a safe, clean, and orderly environment that is conducive to learning. Staff members provide student supervision before school (7:30 a.m. to 8:10 a.m.) as well as during morning and lunch recesses. The School Site Council has adopted a School Safety Plan with attention to the school climate and environment. The School Site Safety Plan was most recently reviewed in Fall of 2022 by the Safety Committee. The plan lists strategies, resources, timelines, and evaluations for each area. Included in this plan is a Safe Route to School for all students. The plan was written with staff and parent input and approved by the School Site Council in October 2021. This plan is updated yearly or as needed with assistance from the Transportation Department to ensure safe walking access to and from school. Crossing guards are in place at the corner of Westwood St. and Westfield Ave., and in front of the school to cross students safely before and after school. Additionally, both the district staff and teachers have reviewed and implemented a Crisis Response Plan for Emergency Preparedness, which includes plans for dealing with fire, flood, fallen aircraft, earthquake, chemical accident, windstorm, bomb threat, civil defense, and imminent danger. The staff receives training and practice with safety plans through staff development. The plans are living documents and are refined and adapted as needed to provide safety for all on the campus. A copy of the Crisis Response Plan is available for viewing in the school office. Buckley Elementary staff participates in district safety planning meetings and parents, staff and administration participate in-district meetings with guest speakers from local agencies who provide input and information to help create and maintain site safety plans.

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

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	24		3	
2	20	3	1	
3	21	2	2	
4	25		3	
5	28		3	
6	26		3	

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

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	27		2	
2	22		3	
3	19	3	1	
4	27		3	
5	31		2	
6	31		2	
Other	32		1	

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

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	2	
1	24		3	
2	20	1	2	
3	18	1	3	
4	28		3	
5	32		1	
6	21	1	1	1
Other	32		1	

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,282	\$875	\$5,407	\$65,229
District	N/A	N/A	\$5,704	\$78,220
Percent Difference - School Site and District	N/A	N/A	-5.3	-13.9
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	-19.8	-21.0

## 2021-22 Types of Services Funded

In addition to general state funding, Burton School District received state and federal categorical funding for the following support programs:

- Title I Part A Allocation
- Title II Teacher Quality & Technology
- Title III Limited English Proficiency,
- Title IV Student Support & Academic Enrichment

At William R. Buckley Elementary School, expenses for all educational services include teachers, instructional aides, books, supplies, equipment, nursing and counseling services, and administration. While the majority of William R. Buckley Elementary's budget is made up of general funds, we also receive LCAP funds, to be used for supplementing the general education program. Such programs include Title III English Language Learners, Title 1, and Migrant Education. The LCAP funding has also provided William R. Buckley Elementary School the opportunity to hire a Mentor Coach. This individual provides Professional Development for the staff and individual coaching for the teachers. They also facilitate the intervention program that provides extra support to those students in need. This support is provided both in and out of the regular classroom and is aimed at the child's individual needs. A number of additional services are provided for students in the Burton School District. Bus transportation is provided for students who live outside the safe route to school within walking distance. Our district Special Education program provides supplemental instructional services for both identified and informal students. Our school breakfast and lunch program are provided district-wide.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$57,322	\$51,591
<b>Mid-Range Teacher Salary</b>	\$83,910	\$79,620
<b>Highest Teacher Salary</b>	\$109,841	\$104,866
<b>Average Principal Salary (Elementary)</b>	\$128,561	\$131,473
<b>Average Principal Salary (Middle)</b>	\$137,687	\$135,064
<b>Average Principal Salary (High)</b>	\$135,418	\$137,679
<b>Superintendent Salary</b>	\$193,592	\$205,661
<b>Percent of Budget for Teacher Salaries</b>	32%	33%
<b>Percent of Budget for Administrative Salaries</b>	7%	6%

## Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers every other year, veteran teachers evaluated every third year or as needed.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning

## Professional Development

- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members work in grade-level/content level Improvement Teams to build teaching skills and concepts through participating in professional development that focus on improving instruction and assessment. Teacher collaboration time is utilized during common prep and during early release Wednesdays with time designated for review of assessment data and PDSA improvement cycles.

During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, instruction, and assessments. School-wide focus will include continuing to align instruction with CC shifts and the instructional aim which includes academic discourse, effective questioning, and responsive teaching. Lesson study cycles are being utilized with grade level/content teams to actively observe, discuss, and implement improvements throughout the course of the school year. Additional school wide focuses that will impact and align with instruction is continued implementation of Capturing Kids' Hearts, one to one technology, Interim Assessment Blocks (IAB), and employee rounding. BSD is currently transitioning and fostering change in the area of early literacy, CTE pathways, and site scorecards to monitor strategic plan goals.

For additional support in their profession, teachers may enlist the help of the site mentor teacher who provides instructional coaching support or they may utilize the services of the district's Teacher Induction Program (TIP) facilitator and/or the IMPACT program.

Two of the most powerful methods for improving school performance are analyzing student performance and identifying best practices. These activities require staff members to examine their practice carefully in relation to the progress that their students make toward the standards. Our professional development program includes regular opportunities for our staff to meet and engage in professional dialogue about student work, what proficiency with the standards looks like, and how to improve their teaching. One of the most recent Professional Development programs has been Capturing Kids Hearts and the English Learner Group. CKH is a classroom management philosophy that equips our teachers with the tools that enables them to do the job that is before them. The English Learner Group is an organization that supports our teachers and administration, with EL teaching strategies through on site coaching and professional development. Through professional development, which includes balanced literacy and math methods, the staff has become more familiar in the new Common Core Curriculum. The staff develops and implements Language Arts and Math benchmark goals and assessments as well as incorporate the content and English Language Learner (ELL) standards into daily lesson plans. The recent ELL standards as well as Differentiated Benchmarks for identified ELL students are in the process of being coordinated and aligned with all content standards to reach the schools diverse population. The staff annually refines the writing rubric and math benchmarks that are developed to most closely align the districts assessments with the content standards. Special Education instructors are part of this process and Individual Education Plans (IEPs) are written to match these standards. All teachers attend district writing and literacy professional development that incorporate content standards training and effective teaching strategies during the first two years working in our district. A variety of staff development opportunities are available for all teachers in our District. Literacy Coaches and other resource staff provide professional development to individual teachers and/or grade levels. All new teachers to our district are scheduled for this training. Training occurs during school hours, during district early dismissal days, after-school, and during new teacher focus group meetings. The LCAP funding has provided William R. Buckley Elementary School the opportunity to hire a Mentor Coach. This individual provides Professional Developments for the staff and individual coaching for the teachers. They also facilitate the intervention program that provides extra support to those students in need. This support is provided both in and out the the regular classroom and aimed at the child's individual needs. Students are released at 1:00 p.m. each Wednesday so teachers are able to meet with district specialists and coordinators to receive staff development and review strategies and goals to improve student learning and scores. Teachers meet in grade levels to analyze student data, review instructional strategies and assessments, and plan for the focus of instruction for the essential standards. Strategies for remediation and enrichment are also identified in order to improve student achievement. Through the on-going analysis of data from district assessments, and the CELDT, our staff is continually analyzing and planning their next teaching steps to meet the needs of every student at Buckley Elementary. This assessment process permits us to establish and communicate the goals that the school, teachers and students are expected to achieve; determine targets for teaching and learning; and shape the performance of staff and students. Dis-aggregated data is used to evaluate the performance of specific groups of students. This process permits the staff to compare the performance of all groups of students. Analysis of this data assists our staff to identify patterns of underachievement so they can make appropriate changes in curriculum and instructional strategies. On-going staff development activities are an essential part of Buckley Elementary efforts to maintain and improve our quality educational program. All Buckley teachers participate in advanced training designed to promote specific teaching skills and/or to provide information related to school priorities and objectives. In service training is being provided by outside consultants, county and district specialists, resource teachers, and mentor teachers. Curriculum improvement is coordinated by the

## Professional Development

Curriculum Council, which is made up of representatives from each campus, including classroom teachers, resource teachers, mentor teachers, curriculum and program coordinators, and administrators. Staff development priorities are established based on surveys and other input from staff, administrative identification of needs, staff analysis of student achievement data, and consideration of adopted curriculum standards. Professional Development is an important on-going process utilized by staff to develop stronger strategies and teaching practices.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	6	6