William R. Buckley Elementary School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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.

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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	William R. Buckley Elementary School
Street	2573 W. Westfield Ave
City, State, Zip	Porterville, CA 93257
Phone Number	(559) 788-6412
Principal	Matthew Baxter
E-mail Address	matt.baxter@burtonschools.org
Web Site	http://www.buckleyelementary.org/
CDS Code	54-71837-6114078

District Contact Information	
District Name	Burton Elementary School District
Phone Number	(559) 781-8020
Superintendent	Sergio Mendoza
E-mail Address	sergio.mendoza@burtonschools.org
Web Site	www.burtonschools.org

School Description and Mission Statement (School Year 2018-19)

William R. Buckley Mission The entire staff at William R. Buckley School is committed to providing the best possible education to our students. We believe that all students can succeed regardless of their race, background, or ability. To that end, we strive to provide a safe and nurturing atmosphere that encourages our students to try their best daily, without fear of failure. We are committed to offering an academic program that challenges each of our students to reach his or her highest potential. We strive to create students who are eager to learn and confident in mastering their grade-level essential standards. Our school mascot is the Buckley Bengal•, and our school colors are Forest Green and Black. Students have the opportunity to show their school spirit by wearing their Bengal shirts every Friday. William R. Buckley Student Motto: Be a person of good character Empathize with others Negotiate fairly Grow in responsibility Always show respect and Loyalty to your family, friends, and school Serve your community

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	102
Grade 1	74
Grade 2	80
Grade 3	84
Grade 4	68
Grade 5	96
Grade 6	67
Total Enrollment	571

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.9
Asian	6.0
Filipino	4.4
Hispanic or Latino	63.9
Native Hawaiian or Pacific Islander	0.7
White	23.1
Socioeconomically Disadvantaged	72.3
English Learners	20.0
Students with Disabilities	6.7
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

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	20	22	21	181
Without Full Credential	6	6	8	47
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	0

Note: "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 2018-19)

Year and month in which data were collected: September 2018

William R. Buckley Elementary follows the Curriculum Council adoption process for selecting and purchasing textbooks. All students have daily access to core curriculum textbooks. The Curriculum Council is leading Burton staff through a pilot of ELA curriculum for possible new adoption.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Current Adoption (2003) —Good Quality	Yes	0%
Mathematics	Current Adoption (2014) —Good Quality	Yes	0%
Science	Current Adoption 2007) —Good Quality	Yes	0%
History-Social Science	Current Adoption (2006)—Good Quality	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the Director of Maintenance, Operations and Transportation, along with the site administrator, annually inspects our school site. Safety hazards, maintenance needs, repairs, etc. are noted and scheduled for repair. District maintenance staff ensures that the repairs necessary to keep our school in good repair and working order are completed in a timely manner.

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.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Grounds are in poor condition due to City watering standards that does not allow enough water to maintain healthy turf

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2018	
Overall Rating	**Good**

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. 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); 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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	32.0	39.0	32.0	39.0	48.0	50.0
Mathematics (grades 3-8 and 11)	26.0	23.0	23.0	27.0	37.0	38.0

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	320	316	98.75	39.24
Male	167	164	98.20	35.98
Female	153	152	99.35	42.76
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	18	94.74	44.44
Filipino	13	13	100.00	53.85
Hispanic or Latino	193	192	99.48	34.90
Native Hawaiian or Pacific Islander	--	--	--	--
White	84	82	97.62	47.56
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	237	235	99.16	33.62
English Learners	81	81	100.00	30.86
Students with Disabilities	23	20	86.96	10.00
Students Receiving Migrant Education Services	--	--	--	--
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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	321	317	98.75	23.34
Male	167	164	98.2	24.39
Female	154	153	99.35	22.22
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	18	94.74	33.33
Filipino	13	13	100	15.38
Hispanic or Latino	193	192	99.48	21.35
Native Hawaiian or Pacific Islander	--	--	--	--
White	85	83	97.65	28.92
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	238	236	99.16	20.34
English Learners	81	81	100	19.75
Students with Disabilities	23	20	86.96	0
Students Receiving Migrant Education Services	--	--	--	--
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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.9	14.7	28.4

Note: 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.

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

The role played by parents in preparing children for school is essential. Parents play a crucial role in their childrens 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 is another way 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 schools 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.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.3	0.0	0.3	2.4	3.1	1.4	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.3	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 (7:45 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 school climate and environment. The plan lists strategies, resources, timelines, and evaluation 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 on December 2018. This plan is updated yearly or as needed with the assistance from the Transportation Department to insure safe walking access to and from school. Crossing guards are in place at the corner of at 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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
K	20	1	3		21	1	3		26		4	
1	26		3		25		3		19	4		
2	23		3		20	3	1		20	4		
3	24		4		22	1	2		28		3	
4	24		3		32		2	1	23		3	
5	30		3		22		3		32		2	1
6	31		2		30		3		22		3	
Other	13	1			13	1						

Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (Paraprofessional)	0.76	N/A
Psychologist	0.33	N/A
Social Worker	N/A	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.22	N/A
Resource Specialist (non-teaching)	1	N/A
Other	N/A	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$6,282	$875	$5,407	$65,229
District	N/A	N/A	$5,704	$70,281
Percent Difference: School Site and District	N/A	N/A	-5.3	-7.5
State	N/A	N/A	$7,125	$76,046
Percent Difference: School Site and State	N/A	N/A	-27.4	-15.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 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 Engilsh 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 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. 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 walking distance. Our district Special Education program provides supplemental instructional services for both identified and informal students. Our school breakfast and lunch program is provided district wide.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$52,147	$48,064
Mid-Range Teacher Salary	$76,335	$75,417
Highest Teacher Salary	$99,924	$94,006
Average Principal Salary (Elementary)	$124,514	$119,037
Average Principal Salary (Middle)	$133,352	$123,140
Average Principal Salary (High)	$142,791	$135,974
Superintendent Salary	$179,280	$183,692
Percent of Budget for Teacher Salaries	34.0	36.0
Percent of Budget for Administrative Salaries	9.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

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 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.