

William R. Buckley Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

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
Grades Served	K-6
CDS Code	54-71837-6114078

District Contact Information	
District Name	Burton Elementary School District
Phone Number	(559) 781-8020
Superintendent	Sharon Kamberg
E-mail Address	skamberg@burtonschools.org
Web Site	www.burtonschools.org

School Description and Mission Statement (Most Recent Year)

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 2014-15)

Grade Level	Number of Students
Kindergarten	122
Grade 1	86
Grade 2	117
Grade 3	107
Grade 4	118
Grade 5	90
Total Enrollment	640

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.9
Asian	3
Filipino	5.3
Hispanic or Latino	56.3
White	33.6
Socioeconomically Disadvantaged	72.5
English Learners	24.4
Students with Disabilities	5.2
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	20	23	18	
Without Full Credential		3	6	
Teaching Outside Subject Area of Competence (with full credential)		0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	84.0	16.0
All Schools in District	92.2	7.8
High-Poverty Schools in District	92.2	7.8
Low-Poverty Schools in District	0.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August 2013

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Current Adoption—Good Quality	Yes	0%
Mathematics	Current Adoption—Good Quality	Yes	0%
Science	Current Adoption—Good Quality	Yes	0%
History-Social Science	Current Adoption—Good Quality	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

WRB – Deferred Maintenance 2008

1. Plumbing – Copper pipe in Administration Building - \$30,000.00 (Problem)
2. Electrical - \$20,000
3. Intercom/Bells and fire alarm - \$50,000.00
4. 201 – VCT
5. 202 – VCT
6. 203 – VCT
7. 204 – VCT
8. 205 – VCT
9. 205 – VCT
10. 206 – VCT
11. 207 – VCT
12. 507– Carpet.
13. 508 –Carpet.
14. 509– Carpet.
15. 510 –Carpet.
16. Exterior painting of doors, window frames and iron fence/gates.
17. Asphalt – Slurry seal all asphalt 2010/2011
18. Concrete repair throughout the site due to tree root damage.
19. HVAC Unit replacement as needed.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Upgrade fire alarm sub-panel
Interior: Interior Surfaces	X			Replace south wall in cafeteria due to water damage. Replace carpet in 301, 302, 303, 304
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			New LED lights added to solar parking structures.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			New fall material added to all playgrounds. Solar added to site.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: December 2015				
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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	39	34	44
Mathematics	23	19	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	101	99	98.0	40	37	15	7
	4	120	118	98.3	26	23	31	19
	5	93	90	96.8	36	23	33	8
Male	3	101	54	53.5	44	31	17	7
	4	120	48	40.0	25	19	40	17
	5	93	53	57.0	43	17	34	6
Female	3	101	45	44.6	36	44	13	7
	4	120	70	58.3	27	26	26	21
	5	93	37	39.8	24	32	32	11

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	3	101	2	2.0	--	--	--	--
	5	93	1	1.1	--	--	--	--
American Indian or Alaska Native	3	101	1	1.0	--	--	--	--
Asian	3	101	3	3.0	--	--	--	--
	4	120	4	3.3	--	--	--	--
	5	93	2	2.2	--	--	--	--
Filipino	3	101	5	5.0	--	--	--	--
	4	120	5	4.2	--	--	--	--
	5	93	8	8.6	--	--	--	--
Hispanic or Latino	3	101	60	59.4	38	35	22	5
	4	120	71	59.2	27	23	35	15
	5	93	43	46.2	42	23	33	2
White	3	101	28	27.7	39	43	7	11
	4	120	38	31.7	21	26	29	24
	5	93	36	38.7	31	19	36	14
Socioeconomically Disadvantaged	3	101	77	76.2	45	39	12	4
	4	120	84	70.0	31	23	29	18
	5	93	61	65.6	44	26	25	5
Students with Disabilities	3	101	8	7.9	--	--	--	--
	4	120	4	3.3	--	--	--	--
	5	93	8	8.6	--	--	--	--
Students Receiving Migrant Education Services	3	101	4	4.0	--	--	--	--
	4	120	3	2.5	--	--	--	--
	5	93	5	5.4	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	101	99	98.0	41	27	26	5
	4	120	118	98.3	32	48	15	4
	5	93	90	96.8	59	23	13	4
Male	3	101	54	53.5	37	26	33	4
	4	120	48	40.0	27	44	19	10
	5	93	53	57.0	55	23	17	6
Female	3	101	45	44.6	47	29	18	7
	4	120	70	58.3	36	51	13	0
	5	93	37	39.8	65	24	8	3
Black or African American	3	101	2	2.0	--	--	--	--
	5	93	1	1.1	--	--	--	--
American Indian or Alaska Native	3	101	1	1.0	--	--	--	--
Asian	3	101	3	3.0	--	--	--	--
	4	120	4	3.3	--	--	--	--
	5	93	2	2.2	--	--	--	--
Filipino	3	101	5	5.0	--	--	--	--
	4	120	5	4.2	--	--	--	--
	5	93	8	8.6	--	--	--	--
Hispanic or Latino	3	101	60	59.4	43	25	27	5
	4	120	71	59.2	35	48	13	4
	5	93	43	46.2	70	23	7	0
White	3	101	28	27.7	32	36	29	4
	4	120	38	31.7	26	50	21	3
	5	93	36	38.7	53	17	22	8
Socioeconomically Disadvantaged	3	101	77	76.2	48	23	25	4
	4	120	84	70.0	36	45	15	4
	5	93	61	65.6	69	21	8	2
Students with Disabilities	3	101	8	7.9	--	--	--	--
	4	120	4	3.3	--	--	--	--
	5	93	8	8.6	--	--	--	--
Students Receiving Migrant Education Services	3	101	4	4.0	--	--	--	--
	4	120	3	2.5	--	--	--	--
	5	93	5	5.4	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)			36			38			56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	38
All Students at the School	36
Male	40
Female	29
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	27
White	48
Socioeconomically Disadvantaged	--
English Learners	10
Students with Disabilities	28
Students Receiving Migrant Education Services	--
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.90	20.00	36.70

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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (Most Recent Year)

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 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 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.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.56	1.58	1.46	4.81	4.67	3.32	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.07	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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. – 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 16th 2015. 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 Westwood St. and Henderson Ave., 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2005-2006
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25		4		21	1	4		22	1	5	
1	23		5		25		4		21		4	
2	26		4		23		5		23		5	
3	30		3		29		4		26		4	
4	29		4		29		3		29		4	
5									30		3	

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

Academic Counselors and Other Support Staff (School Year 2014-15)

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)	0.5	N/A
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.17	N/A
Social Worker	N/A	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	0.14	N/A
Resource Specialist	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5,141	\$879	\$4,262	\$64,864
District	N/A	N/A	\$5,999	\$62,358
Percent Difference: School Site and District	N/A	N/A	-29.0	4.0
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	-9.1	-3.6

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

Types of Services Funded (Fiscal Year 2014-15)

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 "categorical" funds, to be used for supplementing the general education program. Such programs include School Improvement Program (SIP), English Language Learners (ELL), State Compensatory Education (SCE), Title 1, Title VI, and Migrant Education.

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,588	\$42,723
Mid-Range Teacher Salary	\$62,108	\$65,936
Highest Teacher Salary	\$83,686	\$84,545
Average Principal Salary (Elementary)	\$102,330	\$106,864
Average Principal Salary (Middle)	\$114,021	\$110,494
Average Principal Salary (High)	\$115,050	\$103,499
Superintendent Salary	\$138,000	\$159,133
Percent of Budget for Teacher Salaries	38%	40%
Percent of Budget for Administrative Salaries	9%	6%

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 school's diverse population.

The staff annually refines the writing rubric and math benchmarks that are developed to most closely align the district's 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.

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.