

Buckeye School of the Arts

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Buckeye School of the Arts
Street	3407 Hiatt Drive
City, State, Zip	Redding, CA 96003
Phone Number	(530) 225-0420
Principal	Angela Gonzales
Email Address	agonzales@gwusd.org
School Website	bsoa.gwusd.org
County-District-School (CDS) Code	45-75267-6050090

2021-22 District Contact Information

District Name	Gateway Unified School District
Phone Number	(530) 245-7908
Superintendent	James M. Harrell
Email Address	jharrell@gwusd.org
District Website Address	www.gateway-schools.org

2021-22 School Overview

Welcome to Buckeye School of the Arts (BSA). This School Accountability Report Card (SARC) will provide you with a wealth of information about our school accomplishments, resources, programs, students, and staff. Buckeye School of the Arts has launched off in new and exciting directions that are guaranteed to provide a successful educational environment for your children. At BSA, we believe that when parents team up with the school, everyone wins! Your support and involvement is important to us and your child's success is our number one priority.

Buckeye School of the Arts Mission Statement:

To provide a safe, supportive environment that promotes academic excellence, responsible citizenship, and a life-long desire for learning.

Buckeye School of the Arts Vision Statement:

It is the vision of Buckeye School of the Arts that the united efforts of students, parents, community, and staff will develop students who...

Value themselves

Come to school ready to learn

Speak and write effectively

Engage in environmental concerns and science

Compute and problem solve

Use resources of information and technology

Appreciate and participate in visual and performing arts

Value personal health and fitness

Interact respectfully within the school community and in society

The vision is that BSA students, families, and staff strive for high-quality student work within a safe, enriched, and caring environment, utilizing a wide variety of resources and strategies.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	51
Grade 1	56
Grade 2	71
Grade 3	53
Grade 4	54
Grade 5	66
Grade 6	49
Grade 7	62
Grade 8	49
Total Enrollment	511

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	49.7
American Indian or Alaska Native	5.5
Asian	4.9
Black or African American	3.1
Hispanic or Latino	20.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	6.7
White	58.1
English Learners	4.7
Foster Youth	1
Socioeconomically Disadvantaged	83.4
Students with Disabilities	12.3

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.8	96.1	102.2	81.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	2.0	1.6	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	3.0	2.4	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.5	6.1	4.9	12115.8	4.4
Unknown	1.0	3.3	12.1	9.7	18854.3	6.9
Total Teaching Positions	30.0	100.0	125.5	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.1
Total Out-of-Field Teachers	0.1

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Buckeye School of the Arts follows the State Instructional Materials Adoption Cycle, which reviews instructional materials in each curricular area within a seven-year cycle. Site and District grade-level teams, site administrators, and the Faculty Advisory Board review textbook needs and make recommendations for adoptions. Textbook recommendations are reviewed by the SSC and forwarded to the Board of Trustees for approval.

Buckeye School of the Arts’ library, staffed by a full-time information specialist, is stocked with numerous educational and recreational books available for students to check out. The library also contains a large collection of video and audiotapes for classroom use. Chromebooks in the library are connected to the internet so that students can access resources and information online. Students visit the library at least once a week with their classroom.

Gateway Unified School District (GUSD) held a public hearing at the beginning of the year. It determined that each school within GUSD has sufficient and good quality textbooks, instructional materials, or science lab equipment according to Williams’s settlement 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 take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and approved by the Board of Education.

Year and month in which the data were collected

September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic (K-5) Adoption Year 2016	Yes	0.0%
	Houghton Mifflin Harcourt (6-8) Adoption Year 2016		
Mathematics	Eureka Math (K-5)	Yes	0.0%

	Adoption Year 2015 College Preparatory Mathematics Educational Program (6-8) Adoption Year 2014		
Science	Houghton Mifflin (K-5) Adoption Year 2006 Savvas Learning (formerly Pearson) Focus on California Earth Science (6-8) Adoption Year 2021	Yes	0.0%
History-Social Science	Houghton Mifflin (K-5) Adoption Year 2007 National Geographic 6-8 Adoption Year 2018	Yes	0.0%

School Facility Conditions and Planned Improvements

The Buckeye School of the Arts campus was originally built in 1950. The school is comprised of 35 classrooms, a cafeteria, a library, one staff lounges, and one counseling and support facility.

Classified employees and teachers supervise students throughout the day. There is a designated area for student drop off and pick up in front of the school. Visitors register at the office and receive identification badges that must be displayed at all times.

Cleaning Process: Buckeye School of the Arts 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. A summary of these standards is available at the District office for review. A joint effort between students and staff helps keep the campus clean and litter-free. A full-time maintenance employee is on campus during school hours. Two full-time custodians clean the facilities after school, and a part-time custodian cleans the cafeteria and student restrooms during the school day.

Maintenance and Repair: The school site custodial staff administers a scheduled maintenance program. The vice-principal works weekly with the custodial staff of three to develop cleaning schedules that ensure a clean and safe school. Additionally, an operations and maintenance program is administered by GUSD to ensure proper care, protection, and improvement for all classrooms and facilities. A work order process is used to ensure efficient service, and that emergency repairs are given the highest priority.

Facility Improvements: Through District funds and State Bond Measures, the school can keep moving ahead with site improvements.

Year and month of the most recent FIT report

December 01, 2020

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

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Room 25/26 facia /trim needs replaced and painted. Room 18/21 Southeast corner boards X2 and Northwest corner trim x2. Block wall behind 5 is falling apart. Trees by rooms C & D are dead and leaning towards buildings. Several downspouts are crushed and need to replace.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	357	282	78.99	21.01	29.43
Female	183	146	79.78	20.22	28.08
Male	174	136	78.16	21.84	30.88
American Indian or Alaska Native	22	16	72.73	27.27	37.5
Asian	21	12	57.14	42.86	16.67
Black or African American	12	9	75	25	--
Filipino	0	0	0	0	0
Hispanic or Latino	77	66	85.71	14.29	22.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	17	70.83	29.17	17.65
White	200	162	81	19	33.95
English Learners	21	18	85.71	14.29	0
Foster Youth	11	10	90.91	9.09	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	293	228	77.82	22.18	28.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	32	80	20	0

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	356	281	78.93	21.07	18.15
Female	183	145	79.23	20.77	12.41
Male	173	136	78.61	21.39	24.26
American Indian or Alaska Native	22	16	72.73	27.27	6.25
Asian	21	12	57.14	42.86	8.33
Black or African American	12	9	75.00	25.00	--
Filipino	0	0	0	0	0
Hispanic or Latino	77	65	84.42	15.58	21.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	17	70.83	29.17	0.00
White	199	162	81.41	18.59	21.60
English Learners	21	18	85.71	14.29	5.56
Foster Youth	11	11	100.00	0.00	18.18
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	292	228	78.08	21.92	17.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	30	76.92	23.08	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
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*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
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*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	12.09	N/A	20.06	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	119	91	76.47	23.53	12.09
Female	65	48	73.85	26.15	12.50
Male	54	43	79.63	20.37	11.63
American Indian or Alaska Native	11	8	--	27.27	--
Asian	13	7	53.85	46.15	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	24	20	83.33	16.67	5.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	62	52	83.87	16.13	17.31
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	93	70	75.27	24.73	10.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	14	82.35	17.65	0.00

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Parents participate in the School Site Council (SSC) and are welcome to volunteer in classrooms and for special events. Parents are encouraged to volunteer and participate in the Parent Club, which serves as a strong partnership with the school and supports many activities including, organizing classroom volunteers, festivals, literacy events, fundraising efforts, and major school events. Parents who wish to participate in Buckeye School of the Arts' leadership teams, school committees, school activities, or become a volunteer may contact Angela Gonzales, Principal, at the main office at (530) 225-0420, by e-mail at agonzales@gwusd.org, or visit the school's website at <http://bsoa.gwusd.org/>

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	613	576	235	40.8
Female	301	286	121	42.3
Male	312	290	114	39.3
American Indian or Alaska Native	29	26	13	50.0
Asian	26	26	6	23.1
Black or African American	16	16	8	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	132	124	59	47.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	42	39	14	35.9
White	361	338	133	39.3
English Learners	32	30	11	36.7
Foster Youth	21	17	11	64.7
Homeless	5	5	5	100.0
Socioeconomically Disadvantaged	523	489	212	43.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	93	86	39	45.3

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	8.77	3.92	8.58	6.19	3.47	0.20
Expulsions	0.00	0.16	0.07	0.19	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	10.98	8.50	2.45
Expulsions	0.15	0.15	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.92	0.16
Female	1.99	0.00
Male	5.77	0.32
American Indian or Alaska Native	0.00	0.00
Asian	7.69	0.00
Black or African American	6.25	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.06	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.60	0.28
English Learners	9.38	0.00
Foster Youth	14.29	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.40	0.19
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.38	0.00

2021-22 School Safety Plan

Buckeye School of the Arts' Safety Plan is updated annually. The Safety Plan covers various safety issues, including drug awareness, bully prevention, harassment policies, student supervision, and emergency procedures.

The Safety Plan is reviewed with all staff members at the beginning of each school year. It was last updated, reviewed, and discussed with staff on August 13, 2021, and approved by Site Council on October 20, 2021. The school complies with the laws, rules, and regulations about hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency.

Disaster drills are held throughout the year: fire drills are held once each month, and earthquake and lockdown drills are held three times a year.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	24	1	3	
1	20	3		
2	24		2	
3	23	1	3	
4	31		1	1
5	35			2
6	22	1	2	
Other	6	1		

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	20	2	2	
1	19	2	2	
2	18	1	2	
3	18	1	2	
4	24	1	2	
5	24		2	
6	27		3	
Other	6	2		

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	17	2	1	
1	16	3		
2	20	2	1	
3	21	1	1	
4	22		2	
5	16	4		
6	16	3		
Other	11	4		

2020-21 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	511

2020-21 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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.4
Social Worker	0
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$7,630	\$1,386	\$6,244	\$68,112
District	N/A	N/A	\$8,782	\$68,368
Percent Difference - School Site and District	N/A	N/A	-33.8	-0.4
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-30.0	-12.3

2020-21 Types of Services Funded

School sites that receive Title I funding provide instructional coaching support for improvements in classroom instruction. These funds are also used for additional teacher and paraprofessional support for students that are 'at-risk' in areas of Reading and Math. Title II funding provides additional instructional coaching support for schools not receiving Title I funds.

The LEA uses LCAP supplemental/concentration funding to increase and improve services at all sites for students needing academic and/or behavioral interventions. Behavior paraprofessionals, counselors, a district reading specialist, and additional special education staff work with and support teachers and administrators to improve the behaviors and address the academic concerns of the 'at-promise' students and students with disabilities. LCAP funding is also used to support the English Learner program. Title VII and state grant funds are used to support the Indian Education program.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
Beginning Teacher Salary	\$38,789	\$48,119
Mid-Range Teacher Salary	\$65,956	\$74,665
Highest Teacher Salary	\$90,910	\$98,160
Average Principal Salary (Elementary)	\$107,146	\$118,542
Average Principal Salary (Middle)	\$107,146	\$125,068
Average Principal Salary (High)	\$115,024	\$133,516
Superintendent Salary	\$154,868	\$194,199
Percent of Budget for Teacher Salaries	28%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

This school year, the District scheduled four staff development days where teachers are offered various professional growth opportunities based on current needs assessments. Topics have included Evaluation of Math and Science Curriculum, Intervention for English Language Arts and Math, Technology, Writing Development, Tutorial Assistance, Analysis of California Assessment of Student Performance and Progress (CAASPP) results, Northwestern Evaluation Association (NWEA) results, School Climate and Student Discipline, Essential Standards Review, Curriculum Alignment, Special Education, Professional Learning Communities, Response to Intervention and Strategic Planning. District literacy coaches and the district math coach provide professional development and mentoring to the beginning and experienced teachers. Individual teachers are selected to attend Professional Development outside the District depending on necessity and opportunity.

Buckeye School of the Arts participates in the Professional Learning Communities Training process and uses a leadership team approach to facilitate staff collaboration and professional development. The focus is on meaningful collaboration, sharing a common vision for instruction, using data to guide teaching and student engagement strategies, and the effective use of technology to enhance learning. Teachers are supported in this process by a literacy coach. Mondays have been designated as minimum days, thus allowing the staff time to collaborate after school dismissal. For our PLC time, the principal and instructional coach prepare and present information on student data. During this time, the staff collaborates to develop common grade-level formative assessments, best teaching practices and create/implement their grade level priority standards (BSA GUARANTEES)

Faculty members may participate in the Tehama Teacher Induction Program (TTIP). A facilitator works with beginning and veteran teachers to improve their skills and address the California Standards for the Teaching Profession.

Several Buckeye School of the Arts teachers have attended training to unpack their "Priority Standards," developing Common Formative Assessments.

Over the past three school years, many BSA staff members have received Capturing Kid's Hearts training. The staff is applying a school-wide focus on character development and recognizing and celebrating students' positive actions and choices: ice cream social, gift cards, Smencils, etc. (gifts donated by parent club)

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Gateway Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Gateway Unified School District
Phone Number	(530) 245-7908
Superintendent	James M. Harrell
Email Address	jharrell@gwusd.org
District Website Address	www.gateway-schools.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1175	930	79.15	20.85	35.27
Female	532	426	80.08	19.92	38.97
Male	642	504	78.50	21.50	32.14
American Indian or Alaska Native	67	55	82.09	17.91	30.91
Asian	46	32	69.57	30.43	50.00
Black or African American	22	16	72.73	27.27	18.75
Filipino	--	--	--	--	--
Hispanic or Latino	205	173	84.39	15.61	24.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	76	57	75.00	25.00	24.56
White	753	592	78.62	21.38	39.36
English Learners	39	34	87.18	12.82	5.88
Foster Youth	26	24	92.31	7.69	25.00
Homeless	34	20	58.82	41.18	30.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	874	692	79.18	20.82	33.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	245	176	71.84	28.16	7.39

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1176	931	79.17	20.83	24.92
Female	533	423	79.36	20.64	22.46
Male	642	508	79.13	20.87	26.97
American Indian or Alaska Native	67	55	82.09	17.91	21.82
Asian	46	32	69.57	30.43	21.88
Black or African American	22	16	72.73	27.27	12.50
Filipino	--	--	--	--	--
Hispanic or Latino	205	172	83.90	16.10	22.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	76	56	73.68	26.32	12.50
White	754	595	78.91		27.39
English Learners	39	34	87.18	12.82	2.94
Foster Youth	26	25	96.15	3.85	8.00
Homeless	34	20	58.82	41.18	30.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	875	695	79.43	20.57	23.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	245	176	71.84	28.16	8.52

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.