

Buckeye School of the Arts (BSA)

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

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

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

2022-23 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

2022-23 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	46
Grade 2	47
Grade 3	64
Grade 4	53
Grade 5	51
Grade 6	64
Grade 7	43
Grade 8	62
Total Enrollment	495

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	4.2
Asian	4.8
Black or African American	2.8
Filipino	0.2
Hispanic or Latino	22.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	5.9
White	58.8
English Learners	5.3
Foster Youth	1.6
Homeless	0.8
Migrant	0.0
Socioeconomically Disadvantaged	85.1
Students with Disabilities	11.1

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.80	96.10	102.20	81.42	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	1.59	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.00	2.39	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.53	6.10	4.89	12115.80	4.41
Unknown	1.00	3.33	12.10	9.69	18854.30	6.86
Total Teaching Positions	30.00	100.00	125.50	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

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

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

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

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

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

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.10	
Total Out-of-Field Teachers	0.10	

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

2021-22 Class Assignments

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

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

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

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

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. BSA was selected for Williams Act walk-thru/Audit for the school year 2022-223. 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

August 2022

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

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

August 31, 2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	27	N/A	32	N/A	47
Mathematics (grades 3-8 and 11)	N/A	23	N/A	25	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	312	298	95.51	4.49	26.51
Female	151	146	96.69	3.31	28.77
Male	161	152	94.41	5.59	24.34
American Indian or Alaska Native	15	15	100.00	0.00	33.33
Asian	16	16	100.00	0.00	18.75
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	72	68	94.44	5.56	26.47
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	19	18	94.74	5.26	44.44
White	186	180	96.77	3.23	25.00
English Learners	14	14	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	270	259	95.93	4.07	26.25
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	34	33	97.06	2.94	6.06

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	312	295	94.55	5.45	23.05
Female	151	145	96.03	3.97	19.31
Male	161	150	93.17	6.83	26.67
American Indian or Alaska Native	15	15	100.00	0.00	20.00
Asian	16	16	100.00	0.00	18.75
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	72	68	94.44	5.56	30.88
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	19	18	94.74	5.26	22.22
White	186	177	95.16	4.84	20.90
English Learners	14	14	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	270	257	95.19	4.81	22.57
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	34	33	97.06	2.94	3.03

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	12.09	18.28	20.06	21.1	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	102	93	91.18	8.82	18.28
Female	46	43	93.48	6.52	16.28
Male	56	50	89.29	10.71	20
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	20	20	100	0	5
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	64	57	89.06	10.94	22.81
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	92	84	91.3	8.7	17.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	84%	82%	82%	80%	84%
Grade 7	100%	100%	100%	100%	100%
Grade 9	n/a	n/a	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.

2022-23 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 Wendy Levier, Principal, at the main office at (530) 225-0420, by e-mail at wlevier@gwusd.org, or visit the school's website at <http://bsoa.gwusd.org/>.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	587	543	358	65.9
Female	283	265	179	67.5
Male	304	278	179	64.4
American Indian or Alaska Native	24	24	17	70.8
Asian	26	24	7	29.2
Black or African American	17	14	12	85.7
Filipino	1	1	1	100.0
Hispanic or Latino	136	121	72	59.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	41	33	26	78.8
White	336	320	219	68.4
English Learners	42	39	21	53.8
Foster Youth	15	13	7	53.8
Homeless	18	12	8	66.7
Socioeconomically Disadvantaged	521	482	326	67.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	88	81	55	67.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	3.92	12.61	6.19	9.86	0.20	3.17
Expulsions	0.16	0.00	0.19	0.33	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.61	0.00
Female	8.83	0.00
Male	16.12	0.00
American Indian or Alaska Native	4.17	0.00
Asian	7.69	0.00
Black or African American	17.65	0.00
Filipino	0.00	0.00
Hispanic or Latino	11.76	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	17.07	0.00
White	12.80	0.00
English Learners	9.52	0.00
Foster Youth	40.00	0.00
Homeless	22.22	0.00
Socioeconomically Disadvantaged	13.63	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.36	0.00

2022-23 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 November 2022, and approved by Site Council on November 16, 2022. 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 3 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.

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		

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	33		1	1
1	23		2	
2	23		2	
3	20	2	1	
4	26		2	
5	24		2	
6	32		2	
Other	5	2		

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	495

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,357.00	\$2,973.00	\$6,384.00	\$66,247.00
District	N/A	N/A	\$8,699	\$70,497
Percent Difference - School Site and District	N/A	N/A	-30.7	-6.2
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	-3.2	-17.8

2021-22 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.

2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$39,565	\$48,503
Mid-Range Teacher Salary	\$67,275	\$74,912
Highest Teacher Salary	\$92,728	\$100,321
Average Principal Salary (Elementary)	\$104,988	\$122,160
Average Principal Salary (Middle)	\$112,567	\$127,632
Average Principal Salary (High)	\$120,844	\$137,578
Superintendent Salary	\$164,880	\$198,665
Percent of Budget for Teacher Salaries	29%	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 Differentiation strategies, 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.

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	2020-21	2021-22	2022-23
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3
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