

Buckeye School of the Arts (BSA)

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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	Rob Helmbold
Email Address	rhelmbold@gatewayusd.org
School Website	https://bsa.gatewayusd.org/
Grade Span	K-8
County-District-School (CDS) Code	45-75267-6050090

2024-25 District Contact Information

District Name	Gateway Unified School District
Phone Number	(530) 245-7908
Superintendent	Kyle Turner
Email Address	kturner@gatewayusd.org
District Website	https://www.gatewayusd.org/

2024-25 School Description and Mission Statement

Welcome to Buckeye School of the Arts (BSA). This School Accountability Report Card (SARC) will provide you with information about our school, resources, programs, students, and staff. Buckeye School of the Arts staff is committed to providing the best education possible our 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

2024-25 School Description and Mission Statement

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	34
Grade 2	50
Grade 3	44
Grade 4	49
Grade 5	54
Grade 6	55
Grade 7	52
Grade 8	47
Total Enrollment	451

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.6
Male	55.4
American Indian or Alaska Native	5.1
Asian	5.1
Black or African American	1.8
Filipino	0.7
Hispanic or Latino	22.2
Two or More Races	7.1
White	57.4
English Learners	5.3
Foster Youth	1.6
Homeless	0.7
Socioeconomically Disadvantaged	86.3
Students with Disabilities	21.1

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/Incomplete/NA	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)	23.60	90.77	93.60	75.56	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.70	4.64	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.85	6.00	4.84	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	1.54	5.70	4.61	11953.10	4.28
Unknown/Incomplete/NA	1.00	3.85	12.80	10.35	15831.90	5.67
Total Teaching Positions	26.00	100.00	123.90	100.00	279044.80	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.

2022-23 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)	23.30	77.77	97.40	75.88	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	3.33	10.00	7.78	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	6.67	4.00	3.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	2.20	6.60	5.14	11746.90	4.23
Unknown/Incomplete/NA	3.00	10.00	10.30	8.08	14303.80	5.15
Total Teaching Positions	30.00	100.00	128.40	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	1.00	2
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.00	2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.10	0.40	0.6
Total Out-of-Field Teachers	0.10	0.40	0.6

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	0.00	0	1.6

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

2024-25 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 an information specialist, is stocked with numerous educational and recreational books available for students to check out. The library also contains a large collection of classroom supports for teacher 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 2024-25. It determined through the county audit 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 2023

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%

	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		

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

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 lounge, 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 fulltime custodian cleans the cafeteria and student restrooms, and classrooms during the school day.

Maintenance and Repair: The school site custodial staff administers a scheduled maintenance program. The vice-principal and district maintenance and facility directors works weekly with the custodial and maintenance 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 local and State Bond Measures, the school can keep moving ahead with site improvements.

Year and month of the most recent FIT report	October 8, 2024
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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			RM 19- RIPS IN SOUND BOARD WALLPAPER NOTE: REPAIRED 10/19/24
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			

School Facility Conditions and Planned Improvements

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	26	26	35	31	46	47
Mathematics (grades 3-8 and 11)	16	18	25	27	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	329	321	97.57	2.43	26.17
Female	160	157	98.13	1.87	27.39
Male	169	164	97.04	2.96	25.00
American Indian or Alaska Native	13	13	100.00	0.00	53.85
Asian	17	16	94.12	5.88	31.25
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	79	76	96.20	3.80	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	23	95.83	4.17	21.74

White	185	183	98.92	1.08	25.14
English Learners	13	13	100.00	0.00	15.38
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	281	275	97.86	2.14	25.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	63	96.92	3.08	4.76

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	329	320	97.26	2.74	18.13
Female	160	157	98.13	1.87	14.01
Male	169	163	96.45	3.55	22.09
American Indian or Alaska Native	13	13	100.00	0.00	30.77
Asian	17	16	94.12	5.88	12.50
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	79	76	96.20	3.80	21.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	22	91.67	8.33	22.73
White	185	183	98.92	1.08	15.85
English Learners	13	13	100.00	0.00	15.38
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	281	274	97.51	2.49	17.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	63	96.92	3.08	4.76

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	15.56	16.35	25.57	22.60	30.29	30.73

2023-24 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	111	110	99.10	0.90	17.27
Female	59	59	100.00	0.00	15.25
Male	52	51	98.08	1.92	19.61
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	29	28	96.55	3.45	7.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	61	61	100.00	0.00	19.67
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	94	93	98.94	1.06	17.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	28	96.55	3.45	7.14

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.

2023-24 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. The administration of the PFT requires only participation results 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
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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.

2024-25 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 Rob Helmbold, Principal, at the main office at (530) 225-0420, by e-mail at rhelmbold@gatewayusd.org, or visit the school's website at <https://bsa.gatewayusd.org/>.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	556	538	189	35.1
Female	247	236	73	30.9
Male	309	302	116	38.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	28	28	11	39.3
Asian	26	26	4	15.4
Black or African American	17	17	12	70.6
Filipino	--	--	--	--
Hispanic or Latino	130	126	47	37.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	44	43	19	44.2
White	305	292	95	32.5
English Learners	30	30	7	23.3
Foster Youth	12	11	1	9.1
Homeless	15	14	12	85.7
Socioeconomically Disadvantaged	487	471	170	36.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	117	114	48	42.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
12.61	9.84	7.55	9.86	9.07	7.86	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.18	0	0.33	0.3	0.19	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.55	0.00
Female	4.05	0.00
Male	10.36	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	3.57	0.00
Asian	7.69	0.00
Black or African American	11.76	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.85	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.82	0.00
White	9.18	0.00
English Learners	3.33	0.00
Foster Youth	16.67	0.00
Homeless	13.33	0.00
Socioeconomically Disadvantaged	8.42	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.13	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Buckeye School of the Arts' Safety Plan is updated annually. The Safety Plan covers various safety issues, including drug awareness, bullying 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 2024, and updated for new personnel and site changes and approved by Site Council on October 24. 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.

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		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	13	4		
1	15	3		
2	18	2		
3	16	1	2	
4	15	3		
5	21	1	1	
6	27		2	
Other	8	4		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	14	3		
1	14	2		
2	22		2	
3	22		2	
4	24		2	
5	16	1	2	
6	17	1	2	
Other	10	3		

2023-24 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	1:250

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.75
Psychologist	1
Social Worker	
Nurse	2.15
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$13,543	\$4,899	\$8,644	\$72,017
District	N/A	N/A	\$11,078	\$78,078
Percent Difference - School Site and District	N/A	N/A	-24.7	-8.1
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-21.9	-19.6

Fiscal Year 2023-24 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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$50,081	\$54,930
Mid-Range Teacher Salary	\$74,088	\$85,386
Highest Teacher Salary	\$104,289	\$111,172
Average Principal Salary (Elementary)	\$119,694	\$136,564
Average Principal Salary (Middle)	\$123,969	\$141,339
Average Principal Salary (High)	\$133,083	\$153,241
Superintendent Salary	\$179,183	\$224,537
Percent of Budget for Teacher Salaries	25%	29%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

This school year, the District scheduled 4 staff development days where teachers are offered various professional growth opportunities based on current needs' assessments. Topics have included Differentiation strategies, the science of reading, reading curriculum implementation, 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 instructional coaches 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 an instructional 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 (GSA 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.

Buckeye School of the Arts teachers have attended Getting Reading, Right training, building thinking classroom training and training to unpack their "Priority Standards," developing Common Formative Assessments.

The staff is implementing a school-wide focus on character development including recognizing and celebrating students' positive actions, attendance and choices.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	