

2018 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.


Please review and complete each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).


School Contact Information (School Year 2018-19)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	Buckeye Elementary School
Street	4561 Buckeye Road
City, State, Zip	Shingle Springs, CA 95682
Phone Number	(530) 677-2277
Principal	Kevin Cadden
E-mail Address	kcadden@buckeyeusd.org
School Website	bes.buckeyeusd.org
CDS Code	09618386005466
School Logo	 <p>Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here.</p>

District Contact Information (School Year 2018-19)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Buckeye Union Elementary School District
Street	1665 Blackstone Parkway
City, State, Zip	El Dorado Hills, CA 95762
Phone Number	(530) 677-2261
Superintendent	David Roth, Ph. D.
Web Site	www.buckeyeusd.org
E-mail Address	droth@buckeyeusd.org
District Logo	 <p>Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here.</p>

District Governing Board

Please review and complete the information below as needed. This section should include **current** contact District Governing Board information for your district.

District Governing Board (in the order to be listed)	
Member 1	Winston Pingrey
Member 2	Brenda Hanson-Smith
Member 3	Jon Yoffie
Member 4	Kirk Seal
Member 5	Gloria Silva
Member 6	
Member 7	
Member 8	
Member 9	
Member 10	
Member 11	
Member 12	

District Administration

Please review and complete the information below as needed. This section should include **current** District Administration information for your district.

District Administration (in the order to be listed)	
Superintendent	David Roth, Ph. D.
Administrator 1	Jackie McHaney Assistant Superintendent of Administrative Services
Administrator 2	Patty Randolph Director of Curriculum and Instruction
Administrator 3	Nicole Schraeder Director of Student Services
Administrator 4	
Administrator 5	
Administrator 6	
Administrator 7	
Administrator 8	
Administrator 9	
Administrator 10	
Administrator 11	
Administrator 12	
Administrator 13	

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

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Principal's Message

Buckeye Elementary School, a 2010 California Distinguished School and 2017 STAR Honor Roll School, is home of the Bobcats. Built in a wide open oak woodland, our campus is beautiful and inviting. For many years

Buckeye School was the only school in a one-school district. Located in Shingle Springs, a rural part of the gold country, our school is rich in history and is the heart of our community. Although we are the oldest school in our community, we have consistently maintained a commitment to innovative instruction and excellence in education.

Our school is equipped with the latest in educational technology that inspires our staff and engages our students. We are particularly proud of a full computer lab, internet connected student computers in each classroom, teacher laptop computers, document cameras, and Promethean interactive boards in every classroom. Each 3rd-5th grade class has a Chromebook cart which allows each student to have their own laptop to work on school projects. In addition there are iPads and Chromebooks in our Kindergarten classrooms. We have had extensive professional development in the use of technology to enhance student learning. All of this adds to an exciting learning and teaching environment.

Our school demographics reflect the rural community that is truly Buckeye. We provide a wide variety of programs that support the different needs of our students. Buckeye Elementary receives additional funds through the Title 1 program which we put to work for all students to meet or exceed standards. Bobcat RAP (our signature intervention program) provides students with differentiated instruction in the area of reading. We are also able to hire two reading teachers that pus in to each classroom for part the of the school day to give students additional small group reading opportunities. This year, we've also hired a math intervention teacher to work in our 3rd-5th grade classes four days a week to support the current learning and give more small group support. These programs were added to address our student's needs and readiness for school. Our site houses the district's food service facility and our breakfast program is popular with many Buckeye students.

Additional enrichment is now becoming a cornerstone of Buckeye. We have an elementary band program that we provide before school for interested 4th and 5th graders. We also have a lunchtime STEM Club offered two days a week during lunch and recess for students in 2nd-5th grade. Our Cross Country team runs in the Fall and competes at a high level against schools across our county. This year we've also added a 4th/5th grade girls basketball team and 5th grade boys basketball team. In addition, our school participates in Unified Sports which gives our students with special needs an opportunity to participate in organized, competitive sports such as soccer and basketball alongside their typical peers who act as mentors during practice and games. Finally, we have many lunchtime clubs that have been created by our students including a chess club and Lego Club.

School Profile

Buckeye Elementary School is one of six elementary schools and three middle schools in the Buckeye Union School District. The district was established in 1858 and currently serves the communities of Shingle Springs, Cameron Park and El Dorado Hills in El Dorado County.

During the 2017-18 school year, 365 Kindergarten through fifth grade students were enrolled at the school, with classes arranged on a traditional schedule.

Opportunities for Parental Involvement (School Year 2018-19)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

Buckeye Elementary School realizes the positive correlation between parent involvement and student success. For this reason, the school continually searches for avenues to involve parents and the community to participate in the education of our students. The school greatly benefits from its supportive parents who volunteer, are a part of the Parent Teacher Club, participate in fund raising activities, work the Bobcat Bash in the fall and the Ice Cream Social in the spring, and also serve on the School Site Council. We have many parents volunteering in all classes throughout the week. Parents who are interested in volunteering in their child's classroom must go through the required background check to do so.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Buckeye Elementary at (530) 677-2277. For more information on the Buckeye School District, contact the Superintendent, Dr. David Roth at (530) 677-2261 or (916) 985-2183.

School Safety Plan (School Year 2018-19)

Please review and complete the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

The school provides a safe, clean environment for students, staff, and volunteers. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, and disaster drills are held regularly throughout the school year. The School Site Safety Plan was last reviewed and updated in December 2018 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Students are supervised before-and-after school by certificated staff and yard duties supervise students during lunch and break periods. There is a designated area for student drop off and pick up. Visitors must sign-in and wear a badge while on campus.

School Facility Conditions and Planned Improvements (School Year 2018-19)

Please review and complete the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, Please review and complete the information below as needed.

Year and month of the most recent FIT report: 06/26/2018

This section should be kept to 1-2 paragraphs.

The Buckeye Union School District is proud of the facilities that are provided for students and families. Each year parent surveys indicate that they are pleased with the condition of the schools.

Buckeye Elementary was originally constructed in 1957 and is comprised of 25 classrooms, one multipurpose room, one administration building, one library, one staff room, one computer lab, and two playgrounds. Measure K allowed for remodeling in 2009 of the library and computer lab; staff and workroom; district-wide food services kitchen; refinishing of sidewalks and blacktops; and technology addition of Promethean boards and classroom computers. While reviewing this report, please note that even minor discrepancies are reported in the facility inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process

The principal works daily with the custodial staff to ensure that the school is cleaned and maintained to provide for a clean and safe learning environment. Cleaning is per the BUSD Governing Board adopted cleaning standards for all schools in the district. A summary of these standards is available at the District Office for review.

Maintenance and Repair

District maintenance staff ensures that the maintenance and repairs necessary to keep the school in good repair are completed in a timely manner.

School Facility Good Repair Status (School Year 2018-19)

Please review and complete the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent):

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Noted some cracks in VCT.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Several bulbs needed replacement and different color bulbs being used. 1 light fixture needed to be replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			1 loose drinking fountains, 1 drinking fountains needed to be adjusted. 1 stall door needs to be adjusted.
Safety: Fire Safety, Hazardous Materials	X			No postings in 1 room, but room isn't currently being used.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating		X		

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	18	18	19	219
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	1
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	5

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

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

The data that is currently displayed in this table was carried over from last year’s SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.5	♦
Library Media Teacher (Librarian)		♦
Library Media Services Staff (paraprofessional)	0.6	♦
Psychologist	0.4	♦
Social Worker		♦
Nurse	0.2	♦
Speech/Language/Hearing Specialist	.6	♦
Resource Specialist (non-teaching)		♦
Other		♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2018-19)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: September 2016

This section should be kept to 1-2 paragraphs.

Buckeye Union School District held a public hearing in September, 2017, and determined that each school within the District had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are provided their own individual standards-aligned textbooks or instructional materials, or both, in core subjects as well as foreign language for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District office prior to adoption. The table displays the most recent information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education Leveled Texts Adopted in 2015 Fountas and Pinnell Benchmark Assessment System Adopted in 2015 SIPPS (Systematic Instruction in Phonics, Phonological Awareness, and Sight Words) Adopted in 2015 (K-3) Reading Fundamentals – Schoolwide, Inc., Adopted in 2016 Close Reading Portfolios; SNAP! Learning, Adopted in 2016 Fountas and Pinnell Leveled Literacy Intervention, Adopted in 2015 Being A Writer (K-5) Adopted in 2014	Yes	0
Mathematics	Math In Focus (K) and Envision Math (1st-5th), Adopted in 2014	Yes	0
Science	Amplify, Adopted in 2018	Yes	0
History-Social Science	Reflections; Harcourt School Publishers (K-3) Adopted in 2007 History-Social Science for California; Scott Foresman (4th-5th) Adopted in 2006	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	

♦ means data is not required. The fields are intentionally not provided.

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

The fields that are highlighted yellow are populated for you with data provided by CDE.

Percent differences, highlighted light-blue, are calculated by this form.

The remaining data was copied over from last year’s SARC and should be reviewed/updated, with data from FY 16-17.

The most recent data available from CDE is for fiscal year 2016-17. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$10,503	\$3,141	\$7,362	\$72,821
District	♦	♦	\$7,114	\$72,821
Percent Difference: School Site and District	♦	♦	3.4	0.0
State	♦	♦	\$7,125	\$76,046
Percent Difference: School Site and State	♦	♦	3.3	-4.3

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2017-18)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school’s federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 17-18, is correct.

In addition to general state funding, Buckeye Union School District receives state and federal funding for the following categorical funds and other support programs:

- Special Education
- Title I
- Title II
- Title III
- Home to School Transportation

- Lottery

Professional Development (2016-17, 2017-18 and 2018-19)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2016-17, 2017-18 and 2018-19.

Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

As part of the growth process, opportunities for training and staff development are provided at both the District and individual school sites to administrators, teachers, and classified staff. The District offers three staff development days annually, where staff members are offered growth opportunities in curriculum, teaching strategies, and methodologies.

The 2017-2018 staff development focus included: Common Core State Standards in Science, differentiated Instruction to meet the needs of a variety of learners in the classroom, use of technology in the classroom, and review of data related to state and District level assessments.

Staff is offered support through the Peer Assistance Review (PAR) program and new educators can find mentors through the Teacher Induction Program (TIP).

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2017-18)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

Career Technical Education Participation (School Year 2017-18)

Please review and complete the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 17-18, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma The unduplicated count of pupils that completed one or more CTE programs and graduated ÷ the total number of pupils (grades nine through 12) that completed a CTE program	
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	