

Buckeye Elementary School

4561 Buckeye Road • Shingle Springs, CA 95682 • (530) 677-2277 • Grades K-5

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Buckeye Union Elementary School District

1665 Blackstone Parkway
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District Governing Board

Winston Pingrey
Brenda Hanson-Smith
Royce Gough
Kirk Seal
Gloria Silva

District Administration

David Roth, Ph. D.
Superintendent
Jackie McHaney
**Assistant Superintendent of
Administrative Services**
Patty Randolph
**Director of Curriculum and
Instruction**
Nicole Schraeder
Director of Student Services

School Description

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. We recently added chrome book carts in our 3rd-5th grade classrooms and several iPads 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 has a significant socioeconomically disadvantaged population and Title I program. Our site houses the district's food service facility and our breakfast program is popular with many Buckeye students. Bobcat RAP (our signature intervention program) provides students with differentiated instruction in the area of reading. These programs were added to address our student's needs and readiness for school.

School Profile

Buckeye Elementary School is one of six elementary schools and two 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 2016-17 school year, 360 Kindergarten through fifth grade students were enrolled at the school, with classes arranged on a traditional schedule.

About the SARC

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	53
Grade 1	61
Grade 2	65
Grade 3	64
Grade 4	69
Grade 5	49
Total Enrollment	361

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.6
Asian	0.3
Filipino	0
Hispanic or Latino	18.3
Native Hawaiian or Pacific Islander	0.6
White	74.8
Two or More Races	5.3
Socioeconomically Disadvantaged	43.8
English Learners	6.4
Students with Disabilities	17.5
Foster Youth	0.6

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.

Teacher Credentials			
Buckeye Elementary School	15-16	16-17	17-18
With Full Credential	19	18	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Buckeye Union Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	204
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Buckeye Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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.

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Math In Focus (K) and Envision Math (1st-5th), Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Scott Foresman (K-5), Adopted in 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 13 permanent classrooms, ten portables, one multipurpose room, 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 of three (one full-time day, one full-time night and one part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. 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.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure that efficient service and highest priority are given to emergency repairs.

Deferred Maintenance Budget

During the recent economic crisis the State suspended their matching grant obligation to District's participating in the deferred maintenance program. District's were no longer required to match local funds with the grant, and District's were no longer required to spend the grant on deferred maintenance projects. While the district is no longer matching the grant amount, the BUSD Board of Trustee's acted to keep whatever grant proceeds received dedicated to the deferred maintenance projects in the district. While the budget has been reduced by 50% the district is still operating the program to maintain its facilities.

School Facility Good Repair Status (Most Recent Year)					
Year and month in which data were collected: 5/9/17					
System Inspected	Repair Status				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, loose ceiling tile.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				Several bulbs needed replacement. 1 light fixture needed to be replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				1 loose drinking fountains, 1 drinking fountain needs to be replaced, 2 drinking fountains needed to be adjusted.
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.
	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	45	58	66	69	48	48
Math	49	53	61	63	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	86	84	97.7	69.1
Male	38	37	97.4	78.4
Female	48	47	97.9	61.7
Hispanic or Latino	23	23	100.0	60.9
White	55	54	98.2	74.1
Socioeconomically Disadvantaged	33	32	97.0	50.0
Students with Disabilities	25	24	96.0	37.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	82	69	84	85	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	9.6	25	46.2

* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	180	177	98.33	57.63
Male	96	94	97.92	53.19
Female	84	83	98.81	62.65
Hispanic or Latino	29	29	100	41.38
White	135	133	98.52	59.4
Two or More Races	14	13	92.86	69.23
Socioeconomically Disadvantaged	72	72	100	43.06
English Learners	11	11	100	54.55
Students with Disabilities	40	38	95	18.42

Note: 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.

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

Note: The number of students tested includes 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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	180	177	98.33	53.41
Male	96	94	97.92	59.14
Female	84	83	98.81	46.99
Hispanic or Latino	29	29	100	39.29
White	135	133	98.52	56.39
Two or More Races	14	13	92.86	53.85
Socioeconomically Disadvantaged	72	72	100	40.28
English Learners	11	11	100	36.36
Students with Disabilities	40	38	95	18.42

Note: 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.

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

Note: The number of students tested includes 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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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.

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.

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.

School Safety Plan

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 2017 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.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.3	0.7	1.6
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.2	1.8	1.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2012-2013
Year in Program Improvement	Year 1	Year 2
Number of Schools Currently in Program Improvement	1	
Percent of Schools Currently in Program Improvement	100	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Services Staff (Paraprofessional)	0.6
Psychologist	0.4
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	27	27	26				3	3	3			
1	22	22	26				3	3	2			
2	24	24	17			1	3	3	2			
3	27	27	26				2	2	3			
4	29	29	27				3	3	2			
5	24	24	22			1	3	3	3			
Other	2	2		1	1							

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

Professional Development provided for Teachers

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 2016-2017 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 Beginning Teacher Support Association (BTSA).

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,321	\$47,034
Mid-Range Teacher Salary	\$66,945	\$73,126
Highest Teacher Salary	\$89,720	\$91,838
Average Principal Salary (ES)	\$112,285	\$116,119
Average Principal Salary (MS)	\$119,207	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$158,227	\$178,388
Percent of District Budget		
Teacher Salaries	40%	37%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,139	\$1,740	\$7,399	\$70,981
District	♦	♦	\$7,232	\$70,981
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			2.3	0.0
Percent Difference: School Site/ State			12.5	-4.3

* Cells with ♦ do not require data.

Types of Services Funded

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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).

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.