

Elise P. Buckingham Charter Magnet High

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.



Ali Eeds, Principal

Principal, Elise P. Buckingham Charter Magnet High

About Our School

Welcome to the home of the Buckingham Knights. We are a college preparatory school that offers a rigorous curriculum intended to prepare students for university and beyond. We have an exceptional and dedicated professional staff who are committed to providing all students with a quality educational experience. As a magnet school, Buckingham attracts students who are looking for a small school environment that allows them to challenge themselves with a rigorous and relevant academic curriculum that prepares them for post-secondary success.

Contact

Elise P. Buckingham Charter Magnet High
188-B Bella Vista Rd.
Vacaville, CA 95687-3719

Phone: 707-453-7300
Email: aeeds@vacavilleusd.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Vacaville Unified
Phone Number	(707) 453-6117
Superintendent	Jane Shamieh
Email Address	janes@vusd.solanocoe.k12.ca.us
Website	http://www.vacavilleusd.org

School Contact Information (School Year 2019—20)	
School Name	Elise P. Buckingham Charter Magnet High
Street	188-B Bella Vista Rd.
City, State, Zip	Vacaville, Ca, 95687-3719
Phone Number	707-453-7300
Principal	Ali Eeds, Principal
Email Address	aeeds@vacavilleusd.org
Website	http://buckingham.vacavilleusd.org
County-District-School (CDS) Code	48705734830113

Last updated: 1/30/2020

School Description and Mission Statement (School Year 2019—20)

Buckingham Charter Magnet High School (BCMHS), a dependent charter within the Vacaville Unified School District, founded in 1994 as an independent study charter, branched out into a sitebased visualmedia arts school, and progressed to become a comprehensive college preparatory high school with CTE pathways in Engineering/Robotics and Digital Design.

BCMHS is an extremely successful school, winning the 2017 California Department of Education Gold Ribbon Award for creating a positive and successful learning atmosphere for our students, the 2016 California Honor Roll award recognizing achievement in college and career readiness, and this year being awarded a six-year accreditation from the Western Association of Schools and Colleges.

Our mission statement summarizes our overall goal: "Buckingham empowers students by providing a rigorous, relevant education to become future ready global contributors through the crosscurricular integration of Science, Technology, Engineering, the Arts, and Mathematics."

In order to achieve that mission, BCMHS has identified four primary SchoolWide Learning Outcomes, distinguished by the acronym M.A.R.K. and expanded upon here:

Master a University Prep, STEAM, and/or VMA Pathway.

- Satisfy A-G requirements for direct entry to a four year university.
- Develop foundational STEAM knowledge for career certification or university degree program.
- Practice critiquing, writing, directing, or producing/directing digital imaging products.
- Provide crosscurricular, projectbased learning opportunities.

Apply technology skills necessary for the 21st century.

- Demonstrate information literacy.
- Create, share, and collaborate on cloudbased documents, presentations, etc.
- Conduct effective academic research using a variety of technology skills.
- Exhibit a crossplatform competency in a variety of devices and applications.
- Foster familiarity with industry standard programs and technologies.

Reach a solid foundation of lifelong learning through personal accountability.

- Attend school daily and arrive punctually.
- Be prepared to work individually and collaboratively.
- Respect themselves and others.
- Learn the importance of and engagement in civic responsibility.
- Develop a global awareness and appreciation of social and cultural diversity.

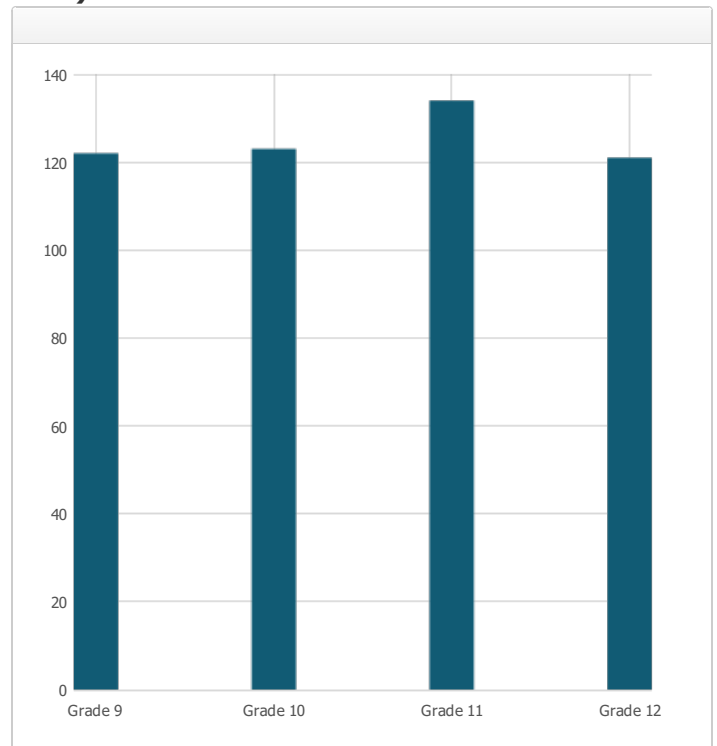
Know how to achieve academic success in postsecondary education.

- Critically read and respond to informational and literary text.
- Communicate ideas in an organized manner.
- Analyze and develop solutions to a problem.
- Synthesize multiple sources of information.
- Have a clear plan and method of achievement.

Last updated: 1/30/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 9	122
Grade 10	123
Grade 11	134
Grade 12	121
Total Enrollment	500



Last updated: 1/30/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	9.60 %
American Indian or Alaska Native	0.60 %
Asian	2.40 %
Filipino	4.80 %
Hispanic or Latino	21.00 %
Native Hawaiian or Pacific Islander	0.20 %
White	50.20 %
Two or More Races	9.20 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	20.80 %
English Learners	1.00 %
Students with Disabilities	10.60 %
Foster Youth	0.20 %
Homeless	0.20 %

A. Conditions of Learning

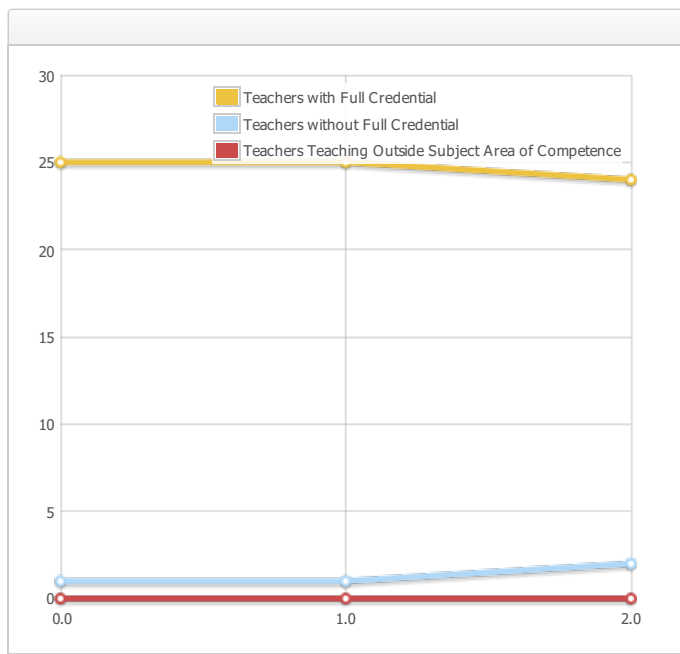
State Priority: Basic

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

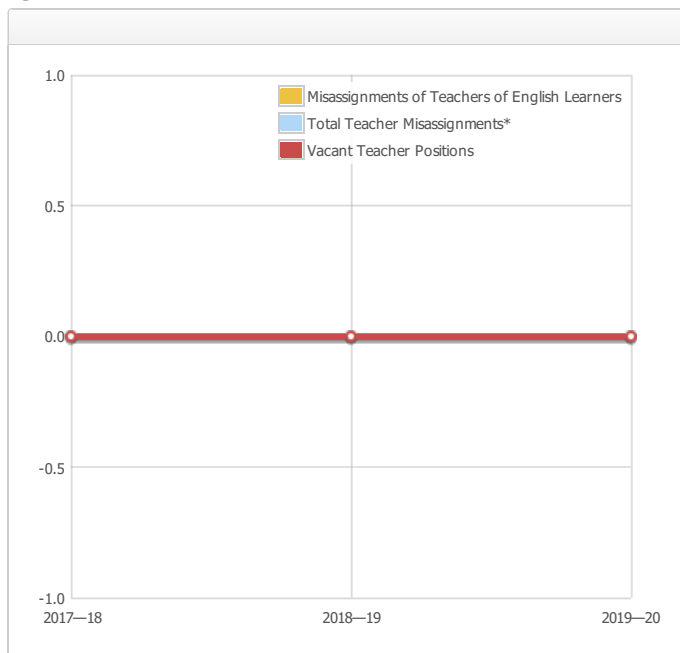
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	25	25	24	583
Without Full Credential	1	1	2	30
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	14



Last updated: 1/30/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "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.

Last updated: 1/30/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SpringBoard, CollegeBoard	Yes	0.00 %
Mathematics	Core Connections Integrated Math, CPM	Yes	0.00 %
Science	Earth Science CA Edition, Prentice Hall	Yes	0.00 %
History-Social Science	World History: Connections to Today, Prentice Hall US History: The American Vision Modern Times, Glencoe Economics Principles in Action, Prentice Hall American Government, Prentice Hall	Yes	0.00 %
Foreign Language	Avancemos 1-3, Holt-McDougal, Adopted 2012 Discovering French 1-3, Holt-McDougal 2013	Yes	0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/30/2020

School Facility Conditions and Planned Improvements

- Buckingham High school is being properly maintained and the site is in good working order and repair.
- Buckingham High receives ongoing preventive maintenance activities including annual FIT inspections and subsequent repairs generated from this activity. The scheduled preventive maintenance services are in all divisions of maintenance including electrical, grounds, mechanical and structural

Last updated: 1/30/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	99.54% HVAC Unit was replaced during the Proposition 39 upgrades.
Interior: Interior Surfaces	Fair	76.39% Broken, stained and/or loose ceiling tiles to be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	95.14% Items stored too high have been removed.
Electrical: Electrical	Good	97.22% Cord removed, electrical covers replaced
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	95.46% Broken handles, leaks and flow issues have been repaired.
Safety: Fire Safety, Hazardous Materials	Good	93.06% Building will be painted Summer 2020.
Structural: Structural Damage, Roofs	Good	100%
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	100%

Overall Facility Rate

Year and month of the most recent FIT report: July 2019

Overall Rating	Good
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Last updated: 1/30/2020

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. 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); 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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	66.0%	78.0%	52.0%	53.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	42.0%	45.0%	39.0%	38.0%	38.0%	39.0%

Note: 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.

Note: 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.

Last updated: 1/30/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	130	129	99.23%	0.77%	77.52%
Male	60	60	100.00%	0.00%	68.33%
Female	70	69	98.57%	1.43%	85.51%
Black or African American	13	13	100.00%	0.00%	69.23%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	29	29	100.00%	0.00%	68.97%
Native Hawaiian or Pacific Islander					
White	66	65	98.48%	1.52%	78.46%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	20	19	95.00%	5.00%	63.16%
English Learners					
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth					
Homeless					

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.

Last updated: 1/30/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	130	129	99.23%	0.77%	44.96%
Male	60	60	100.00%	0.00%	41.67%
Female	70	69	98.57%	1.43%	47.83%
Black or African American	13	13	100.00%	0.00%	30.77%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	29	29	100.00%	0.00%	37.93%
Native Hawaiian or Pacific Islander					
White	66	65	98.48%	1.52%	47.69%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	20	19	95.00%	5.00%	36.84%
English Learners					
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth					
Homeless					

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.

Last updated: 1/30/2020

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/30/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

All students at BCMHS are eligible and encouraged to participate in our Career Technical Education (CTE) Program. Our CTE pathways are design-oriented: Digital Media Design and Engineering Design. These distinct pathways allow students to design and customize their educational experience in order to match their post-secondary goals.

Students in our Digital Media Design pathway work in our Visual & Media Arts sector housing a Mac Lab, an art room, and an editing and animation suite, as well as additional storage and office space. In Fine Art and Survey Art, students develop sketching and modeling skills necessary for a career in engineering and product design. Our more advanced courses of Graphic Design, Photography, and Independent Projects promote critical thinking, exploration of new ideas, and application of specific design principles.

- Course Sequences:

- Intro to Digital Media, Photography, Independent Projects
- Intro to Digital Media, Graphic Design 1, Graphic Design 2

In our Engineering Design pathway, Introduction to Engineering Design and Introduction to STEM provide the foundational knowledge required for this pathway. Physics for Engineers and Advanced Engineering are the advanced and/or capstone courses that prepare students for the rigors of the curriculum they will encounter in college courses in this curricular area.

- Course Sequence:

- Intro to Engineering, Physics for Engineers, Advanced Engineering

Buckingham's expected school-wide learning objectives and school staff integrate student use of media and technology skills throughout all academic courses to prepare students for success beyond high school and into college and career endeavors. A counselor meets with students to discuss career and college options. Four-year plans are reviewed annually to ensure proper course placement. Articulation and coordinated course offerings with Solano Community College give students a pathway to certification in these design-related fields.

Nadja Fitchhorn (Digital Design) and Cari Pouchnik (Engineering) serve as Buckingham's representatives to the district CTE Advisory Committee.

Last updated: 1/30/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	282
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/30/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	56.44%

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

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	21.40%	18.80%	49.10%

Note: 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.

Last updated: 1/30/2020

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 school site

Opportunities for Parental Involvement (School Year 2019—20)

BCMHS encourages parents to be active stakeholders. Parents participate in monthly SHIELD parent group meetings, are encouraged to participate in workshops and seminars, network with other parents and provide varied support and assistance to instructional, coaching and support staff. Additionally, they organize fundraising and school-wide activities.

BCMHS offers a wide variety of parent and community organizations that support the school in a myriad of ways. For example, parent volunteers who come forth to collate brochures and programs for events like Back To School Night and Open House, drive student-athletes to and from games and chaperone and drive to field trips, provide donations for student council and school events such as Back To School Bash, Winter Ball, various BCMHS shows and concerts, Math Steeple Chase, Mad City Money, RoboKnights and much more. They work as coaches, game announcers, scorekeepers, team moms and dads, awards banquet organizers, photographers, snack shack volunteers, and outstanding fans at all our sporting events and thoughtful audiences at our music and theater performances. They participate on a variety of committees that are dedicated to improving our school (WASC, SHIELD Parent Advisory, LCAP, etc.).

The Buckingham SHIELD parent advisory represents all parents in the school community. Parents and staff are invited to join SHIELD and to participate in its operations and activities. Each year, SHIELD assistance has included giving teachers additional funds to purchase classroom supplies, sponsoring two campus beautification days, a clean-up day on campus, and providing many hours of volunteer assistance in many ways at various times throughout the year. Starting in 2018-2019, they host a major annual fundraising event that will also honor school staff. This year’s theme is a Night at the Derby.

Our Athletics Boosters provide assistance throughout the year through activities and the distribution of athletic information. They provide food at games, conduct raffles, and work with sponsors to maintain BCMHS’s sports fields and equipment. Their funding and support assists the students in being able to participate in SMAL and SJSCIF competitions.

State Priority: Pupil Engagement

Last updated: 1/30/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

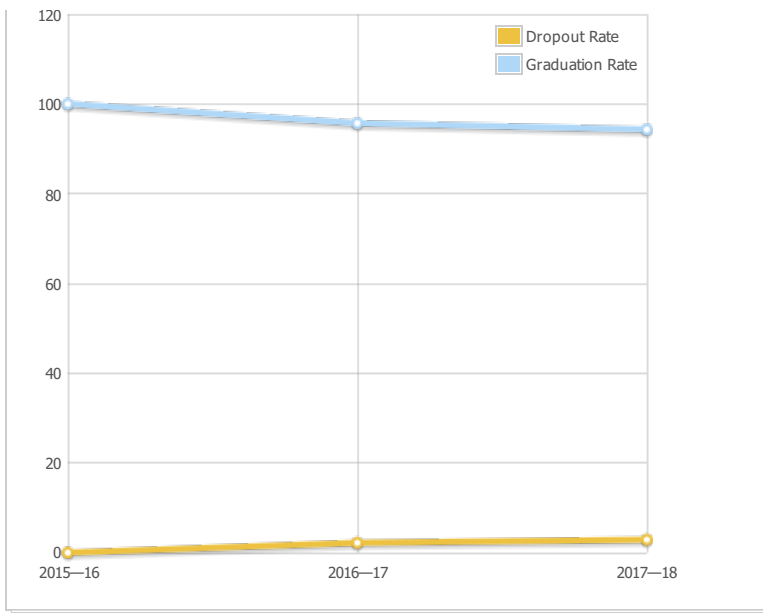
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	5.40%	9.70%
Graduation Rate	100.00%	89.10%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	2.20%	2.90%	5.30%	6.50%	9.10%	9.60%
Graduation Rate	95.70%	94.30%	87.60%	87.30%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/30/2020

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	2.00%	2.00%	2.20%	4.60%	3.50%	3.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/30/2020

School Safety Plan (School Year 2019—20)

Reviewed with staff and students: December 13, 2019
Reviewed with parents: January 13, 2020

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

Student Supervision: A full-time campus supervisor, two administrators, a twenty percent Teacher on Special Assignment as an administrator and rotating classified/certificated staff monitor school security and safety before, during, and after school. We also have 11 interior and exterior camera feeds that provide administration and our campus supervisor the ability to monitor traffic on foot and in vehicles, address potential behavior or safety issues immediately which is important on our open campus. It promotes a safe learning environment. All visitors to BCMHS are expected to check in at the main office and wear a guest pass while on campus.

Emergency Procedures: Buckingham has a comprehensive plan (as part of the district's Standard Response Protocol) in the event of various emergencies, including but not limited to an intruder on campus, an earthquake, a fire, etc. Buckingham has a Safety Committee to manage such emergencies, which includes the principal, assistant principal, counselor, athletic director, community relations coordinator, campus supervisor, school secretary, teachers, custodian and with our school psychologist, mental health clinician, and school nurse also available as needed. Staff members receive a Standard Response Protocol (SRP) handout outlining the procedures to take in the event of various emergencies. These procedures are reviewed from time to time at staff meetings and are practiced through monthly school-wide drills. Additionally, the School Mint system can be used to contact staff, students and parents regarding emergency situations that occur. Each room has the emergency procedures poster and evacuation maps posted along with an emergency clipboard with current class rosters available for the teacher if needed.

Communications: We utilize the School Loop email system for important communications. Our School Loop website is also a great source of information for students, parents, and staff. Our school's Facebook and Instagram pages communicate information about important events to students, staff, and the larger Vacaville community. We also have created a Facebook group for parents through our SHIELD parent organization. Data related to student achievement, discipline, and attendance are shared with staff through staff and Site Leadership Team meetings and to parents via SHIELD meetings. Our intercom system is used to communicate to students and staff during the school day and is imperative in emergency situations.

Positive Behavior Supports: Our expectations for student behavior are outlined thoroughly in our student handbook. These expectations are reinforced through a PBIS based culture. Students are rewarded for good character traits in action with a PROP slip (People Reaching Outrageous Potential) by staff members who write a personalized note of appreciation on the back of the PROP slip. Students can then turn in their PROP slips at the end of the month to receive a substantial prize. We also have been developing our Freshmen Forum program to help support freshmen students transition to high school academically, socially, and emotionally. This is facilitated by our upper class leadership students and faculty. We also recognize positive attendance and academic achievement throughout the school year. We also have a Service Learning Class that we have opened to juniors in which a large number of students do Service Projects on campus, which improves the environment, culture, academic and socio-emotional well being of our students.

Student Discipline: Buckingham provides a progressive structure for student discipline in a multi-tiered system of support. Students receive information about the discipline guidelines through the student handbook. These guidelines are reviewed at the beginning of every year in every class and are reinforced with our Positive Behavior Supports.

Mental Health Support: Our students' mental well-being is just as important as their physical well-being. Our two full time counselors provide both academic and emotional guidance for our students. We also refer students to our School Psychologist and Mental Health Clinician when necessary. Being a small school, our staff is much more able to identify changes in mental well-being in a student and make the appropriate referrals when needed. We hold events like Suicide Prevention Week, Red Ribbon Week, Anti-Bullying Week, and character lessons to support mental health. We have also created a new intervention schedule using FlexiSched that gives student choice to decide which intervention class will be of the most support to them. This provides not only academic support but wellness classes and mental health support classes that will be offered by our counselors and mental health clinician. We also have Freshmen Forum and over twenty different clubs for students to pursue their interests and find support.

Last updated: 1/30/2020

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	19.00	10	13	1
Mathematics	22.00	10	8	
Science	25.00	4	12	
Social Science	16.00	12	7	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	8	14	
Mathematics	23.00	9	10	
Science	23.00	8	10	
Social Science	19.00	9	9	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	21.00	12	12	
Mathematics	22.00	10	11	
Science	20.00	10	9	
Social Science	21.00	8	9	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/30/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	250.00

*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 Number of Pupils per Counselor

Last updated: 1/30/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.60
Social Worker	
Nurse	0.40
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.50

*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.

Last updated: 1/30/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9290.84	\$36.46	\$9254.38	\$68343.41
District	N/A	N/A	\$6826.73	\$68575.09
Percent Difference – School Site and District	N/A	N/A	26.23%	-0.34%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	23.28%	-20.03%

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

Last updated: 1/30/2020

Types of Services Funded (Fiscal Year 2018—19)

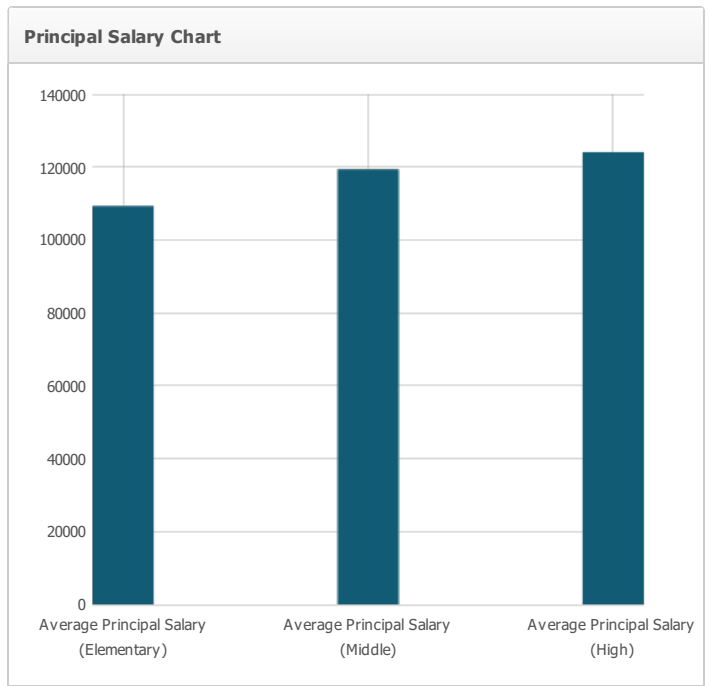
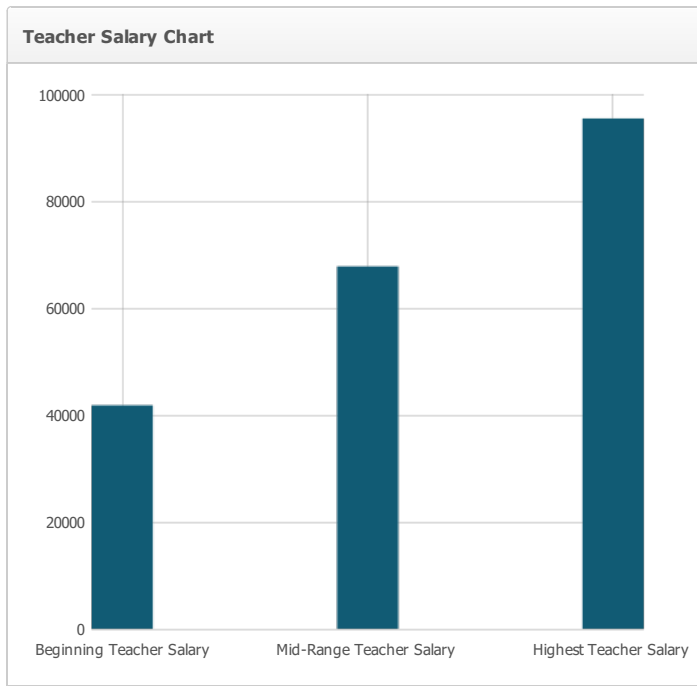
Object	Unrestricted	Restricted
1000 Certificated Salaries	2,152,290.32	13,090.70
2000 Classified Salaries	395,426.53	
3000 Benefits	885,768.94	3,639.82
4000 Materials & Supplies	51,133.90	139.73
5000 Operating Expenses & Services	1,011,821.89	655.00

Last updated: 1/30/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,815	\$51,374
Mid-Range Teacher Salary	\$67,786	\$80,151
Highest Teacher Salary	\$95,445	\$100,143
Average Principal Salary (Elementary)	\$109,308	\$126,896
Average Principal Salary (Middle)	\$119,393	\$133,668
Average Principal Salary (High)	\$124,097	\$143,746
Superintendent Salary	\$197,672	\$245,810
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/30/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	0	N/A
All Courses	6	17.80%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/30/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement		25	15