

Elise P. Buckingham Charter Magnet High

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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/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](#) 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.



Mike Boles, Principal

Principal, Elise P. Buckingham Charter Magnet High

About Our School

Buckingham Charter Magnet High School is a rigorous high school with intensive instruction and high expectations from an experienced teaching staff that challenges students in a diversified atmosphere. With a STEAM-infused college-prep a-g curriculum and specific diversified pathways in Biotechnology/Engineering and Digital Media Design, Buckingham leads the way in preparing those that wish to move on to college or seek a career in modern employment fields.

Buckingham has a history of attracting students who are highly motivated to take responsibility for themselves and their education; it also serves those who are looking for a smaller, more personal school setting in which they can be challenged and supported at a high level.

Contact

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

Phone: 707-453-7300
E-mail: mikeb@vacavilleusd.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Vacaville Unified
Phone Number	(707) 453-6117
Superintendent	Jane Shamieh
E-mail Address	janes@vusd.solanocoe.k12.ca.us
Web Site	http://www.vacavilleusd.org

School Contact Information (School Year 2016-17)	
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	Mike Boles, Principal
E-mail Address	mikeb@vacavilleusd.org
Web Site	http://buckingham.vacavilleusd.org
County-District-School (CDS) Code	48705734830113

Last updated: 1/24/2017

School Description and Mission Statement (School Year 2016-17)

Buckingham Charter Magnet High School is a rigorous high school with intensive instruction and high expectations from an experienced teaching staff that challenges students in a diversified atmosphere. With a STEAM-infused college-prep a-g curriculum and specific diversified pathways in Biotechnology/Engineering and Digital Media Design, Buckingham leads the way in preparing those that wish to move on to college or seek a career in modern employment fields.

Buckingham has a history of attracting students who are highly motivated to take responsibility for themselves and their education; it also serves those who are looking for a smaller, more personal school setting in which they can be challenged and supported at a high level.

BCMHS Mission Statement

"Buckingham empowers students by providing a rigorous, relevant education and curriculum to become future-ready global contributors through the integration of Science, Technology, Engineering, the Arts, and Mathematics." Our mission at Buckingham Charter Magnet High School (BCMHS) is to unite our stakeholders, including students, teachers and staff, parents, and community members, in a common goal to diligently prepare all students for success in the 21st Century. We believe in instilling timeless principles and fostering a culture of excellence through RIGOR, RELEVANCE & RELATIONSHIPS.

Shared Vision for BCMHS

The goal of the students, teachers, staff, parents, and community members of BUCKINGHAM CHARTER MAGNET HIGH SCHOOL is to have the flexibility to develop and sustain traditional and innovative programs and practices that will promote student acceleration in all academic, social, and civic areas as to prepare them for entrance in to the global community as skilled participants ready to achieve their post-secondary goals.

BCMHS will improve student achievement doing the following:

GOAL 1: Establish a positive, professional, productive, and innovative culture

GOAL 2: Ensure that all students receive a challenging curriculum that will prepare them for post-secondary education, career training, and the work place of the 21st Century

GOAL 3: Increase student responsibility and respect for others and the learning process

GOAL 4: Establish, implement, evaluate, and revise (as needed) grade level/subject content and performance standards

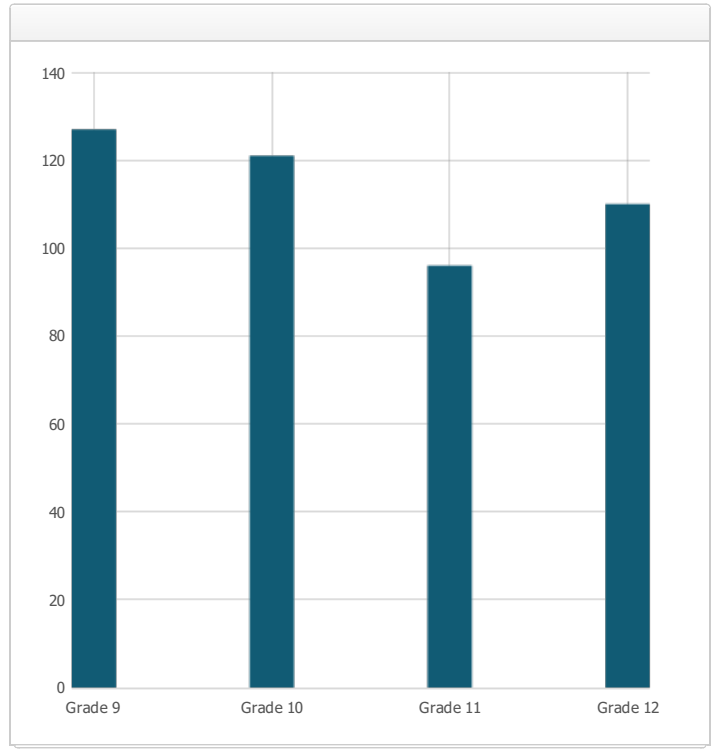
GOAL 5: Be committed to constant improvement by taking advantage of professional development opportunities and implementing best practices

GOAL 6: Maintain and improve school safety and campus security

Last updated: 1/25/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	127
Grade 10	121
Grade 11	96
Grade 12	110
Total Enrollment	454



Last updated: 1/25/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	7.5 %
American Indian or Alaska Native	0.9 %
Asian	4.0 %
Filipino	4.0 %
Hispanic or Latino	18.1 %
Native Hawaiian or Pacific Islander	0.2 %
White	54.0 %
Two or More Races	9.3 %
Other	2.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	16.3 %
English Learners	1.1 %
Students with Disabilities	9.3 %
Foster Youth	0.2 %

Last updated: 1/25/2017

A. Conditions of Learning

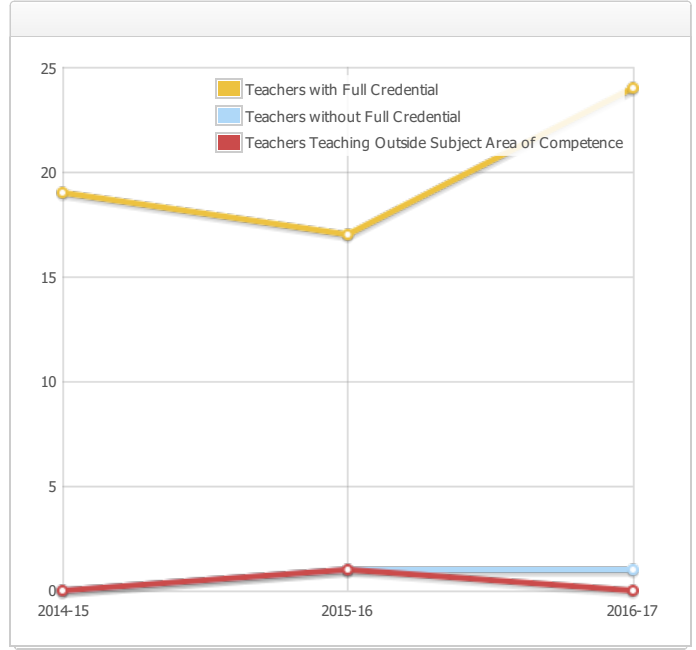
State Priority: Basic

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

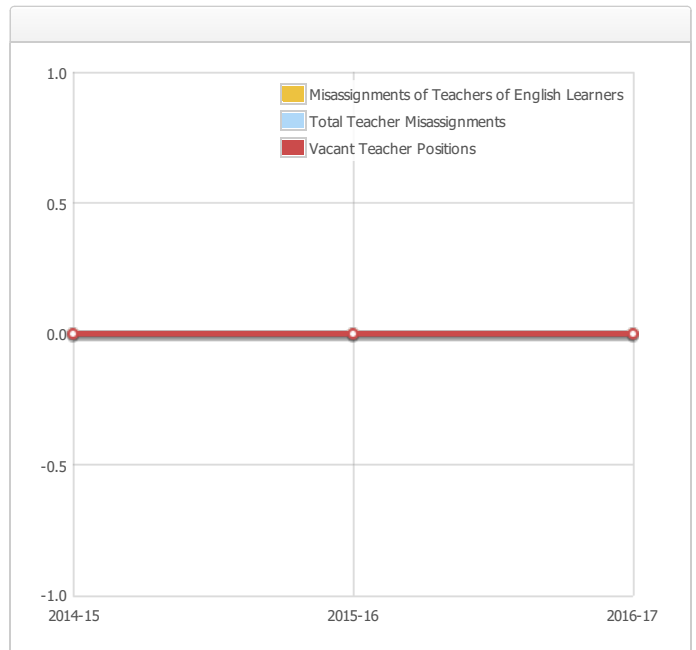
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	19	17	24	581
Without Full Credential	0	1	1	19
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	0	12



Last updated: 1/25/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/25/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	95.0%	5.0%
All Schools in District	98.0%	2.0%
High-Poverty Schools in District	100.0%	1.0%
Low-Poverty Schools in District	97.0%	3.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/25/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Timeless Voices, Timeless Themes (Prentice Hall)	Yes	0.0 %
Mathematics	Integrated Math I (McGraw Hill)	Yes	0.0 %
Science	Biology (Prentice Hall)	Yes	0.0 %
History-Social Science	World History: Connections To Today (Prentice Hall) U.S. History: The American Vision Modern Times (Glencoe) Economics Principles in Action (Prentice Hall) American Government (Prentice Hall)	Yes	0.0 %
Foreign Language	Expresate Spanish 1-3 (Holt) 2008 Nuevas Vistas Cursos 1-2 (Holt) 2006 Cest a Toi! 1-3 (EMC) 2007	No	0.0 %
Health	Health (Pearson Prentice Hall)	Yes	0.0 %
Visual and Performing Arts	Varbus	Yes	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: 1/25/2017

School Facility Conditions and Planned Improvements

Summary of Most Recent Site Inspection

Using the most recent Facility Inspection Tool (FIT) data (or equivalent) provide the following:

Buckingham Charter High is being maintained in good repair and in a clean and neat manner.

Over the last two months all internal light fixtures were replaced with LED fixtures.

Last updated: 1/25/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	100%
Interior: Interior Surfaces	Poor	61.54% Rooms A, B and classrooms 104 – 110 have carpet to be replaced. Library has floor damage to be repaired. Rooms 3 and 6 have damaged floor tiles to be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	100%
Electrical: Electrical	Good	100%
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	100%
Safety: Fire Safety, Hazardous Materials	Good	100%
Structural: Structural Damage, Roofs	Good	92.31% Room 2 and 110 have roof leaks to repair.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	96.16% Parking lot directional signs need to be repainted.

Overall Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Good
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Last updated: 1/25/2017

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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	75.0%	78.0%	46.0%	49.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	35.0%	46.0%	37.0%	38.0%	34.0%	36.0%

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.

Last updated: 1/24/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	92	98.9%	78.3%
Male	41	40	97.6%	72.5%
Female	52	52	100.0%	82.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	19	19	100.0%	68.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	46	45	97.8%	88.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	14	100.0%	71.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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: 1/24/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	92	98.9%	45.7%
Male	41	40	97.6%	40.0%
Female	52	52	100.0%	50.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	19	19	100.0%	47.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	46	45	97.8%	48.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	14	100.0%	35.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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: 1/24/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	72.0%	71.0%	63.0%	59.0%	59.0%	54.0%	60.0%	56.0%	54.0%

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.

Last updated: 1/24/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	114	110	96.5%	62.7%
Male	48	47	97.9%	66.0%
Female	66	63	95.5%	60.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	25	25	100.0%	48.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	62	59	95.2%	66.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	17	89.5%	41.2%
English Learners	--	--	--	--
Students with Disabilities	13	12	92.3%	41.7%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: 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.

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.

Last updated: 1/24/2017

Career Technical Education Programs (School Year 2015-16)

The CTE program at BCMHS is open to students in grades 9-12. Our Visual Media Design Program (CTE Arts, Media and Entertainment sector) offers courses in Photography, Graphic Design, Intro to Digital Media, Survey Art, Visual Art and Independent Design Project. The STEM Program (CTE Engineering and Architecture sector) offers courses in engineering, aerospace and biotechnology. STEM coursework beginning in 9th grade integrates themes from math and science and bolsters interest and skills in these disciplines. 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. 4-yr plans are annually reviewed to ensure proper course placement. Articulation and coordinated course offerings with Solano Community College give students a pathway to certification in the STEAM related fields.

Last updated: 1/25/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	180
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/27/2017

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	53.9%

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.7%	14.5%	59.0%

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.

Last updated: 1/25/2017

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 2016-17)

Parents are active stakeholders in the Buckingham Charter Magnet High School community. They regularly 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. Our parents actively advocate for our charter goals and objectives. A service hours request of ten hours per family per year supports an environment of parent participation.

BUCKINGHAM CHARTER MAGNET HIGH SCHOOL has a wide variety of parent and community organizations that support the school in a myriad of ways. To name a few examples: We have an army of dedicated parent volunteers who come forth to collate brochures and programs for events like Back To School Night and Open House, man the drop off traffic in the morning, drive student-athletes to and from games, chaperone and drive to field trips, provide donations for student council and school events such as Back To School Bash, MORP, the BCMHS Art Show, Steeple Chase, Mad City Money, RoboKnights and much more. They spearhead events such as Back to School Teacher Welcome Breakfast, Back to School Barbecue, Staff Appreciation and Birthdays, Sober Grad Night, BCMHS SHIELD scholarships and much more. They sell game tickets at basketball and volleyball games and assist our Student Council at dances. They are coaches, game announcers, scorekeepers, team moms and dads, awards banquet organizers, pasta feed hostesses, photographers, snack shack volunteers, and of course the best fans in the world at all our sporting events. They sit on an endless list of committees and groups 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. This 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.

Athletic 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 activities locally and nationally.

State Priority: Pupil Engagement

Last updated: 1/25/2017

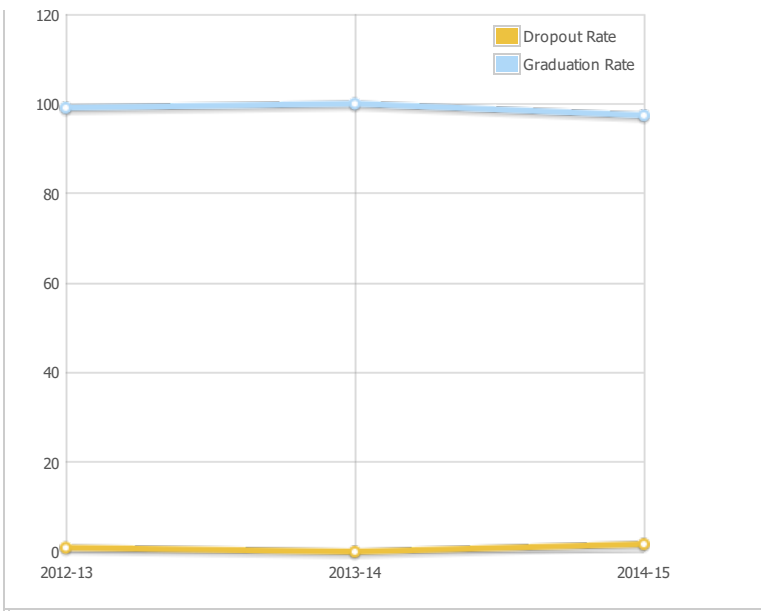
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.9%	0.0%	1.7%	9.4%	7.1%	5.8%	11.4%	11.5%	10.7%
Graduation Rate	99.10	100.00	97.40	84.30	83.30	87.80	80.44	80.95	82.27

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



Last updated: 1/25/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	96	100	85
Black or African American	100	100	77
American Indian or Alaska Native	0	100	75
Asian	75	100	99
Filipino	100	100	97
Hispanic or Latino	100	100	84
Native Hawaiian or Pacific Islander	100	100	85
White	95	100	87
Two or More Races	100	100	91
Socioeconomically Disadvantaged	29	57	77
English Learners	0	75	51
Students with Disabilities	100	100	68
Foster Youth	--	--	--

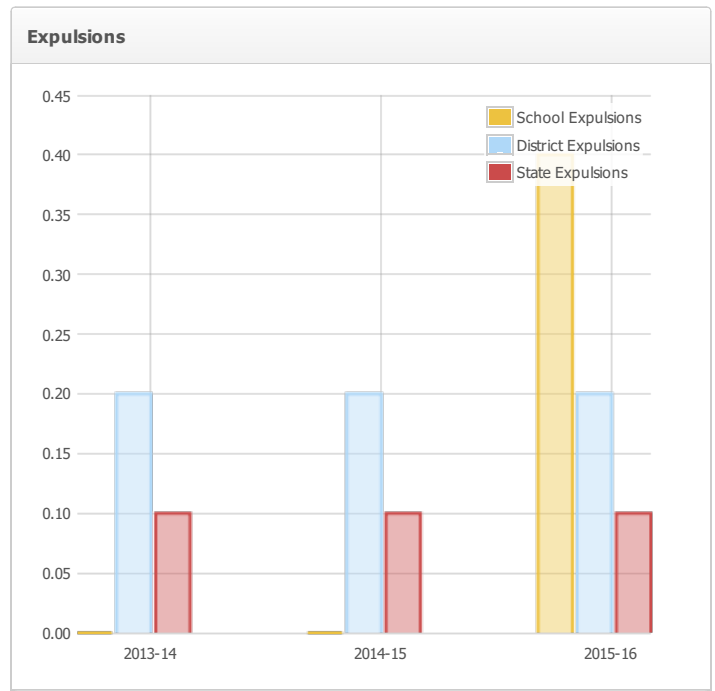
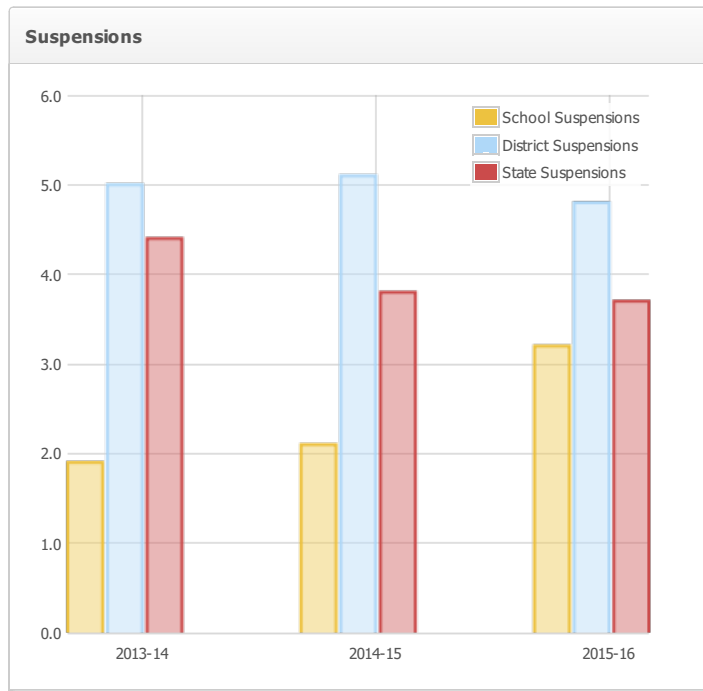
State Priority: School Climate

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.9	2.1	3.2	5.0	5.1	4.8	4.4	3.8	3.7
Expulsions	0.0	0.0	0.4	0.2	0.2	0.2	0.1	0.1	0.1



Last updated: 1/25/2017

School Safety Plan (School Year 2016-17)

Buckingham has implemented a safety program with guidelines mandated by the Vacaville Unified School District. A safety committee has been established comprising of administration, counseling, classified and certificated staff, parents and students. The safety committee reviews and revises the School Safety Plan yearly; it was last reviewed on January 12, 2016. Buckingham has received school safety awards, commendations, and positive parental feedback through our annual parent survey validating a safe school environment. Coordinated safety drills are scheduled monthly and all staff and students are trained in emergency protocols. Our student leadership program and Wellness Committee create opportunities for all staff and students to get involved and support the health and safety policies of the Vacaville Unified School District.

Last updated: 1/25/2017

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	33.0%

Note: Cells with NA values do not require data.

Last updated: 1/25/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20.0	11	6	6	20.0	10	10	2	25.0	3	10	3
Mathematics	24.0	5	8	3	22.0	5	12	0	25.0	6	9	1
Science	24.0	5	7	3	27.0	1	12	0	28.0	2	11	0
Social Science	17.0	11	5	5	16.0	13	9	1	21.0	7	11	0

* 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: 1/25/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	438.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	1.0	N/A

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

*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: 1/25/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9026.0	\$60.0	\$8966.0	\$64491.0
District	N/A	N/A	\$7664.0	\$64610.0
Percent Difference – School Site and District	--	--	15.0%	0.0%
State	N/A	N/A	\$5677.0	\$74216.0
Percent Difference – School Site and State	--	--	36.7%	11.0%

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

Last updated: 1/25/2017

Types of Services Funded (Fiscal Year 2015-16)

Buckingham provides a comprehensive array of services to support the academic and socio-emotional needs its students. Building well educated students of strong character is the goal, and the PROP's program (People Reaching Outrageous Potential) gives staff members a vehicle for recognizing and rewarding students who display admirable character traits. Ten varsity sports, school clubs, and theatrical and musical groups offer students a broad range of opportunities to connect with other students of similar interests. Academic supports include Coach's Corner which is offered after school and gives students a positive environment in which to complete assignments with the support of peer tutors and staff. Other academic supports include teacher office hours on Fridays, SHAC (Study Hall for Assignment Completion), and tools for teacher/parent/student communication such as "Red Alerts" and Schoolloop. Special Education services are provided through a Study Skills class curriculum which takes the place of one elective in the student's schedule. The Coordinator of Student Services with the leadership class gives support to new students through the Freshmen Forum peer support program. The Counselor provides academic and college/career advising in addition to socio-emotional support to students, and the School Psychologist provides support on a part-time basis primarily to students with Individual Education Plans. MHSA counselor provides individual socio-emotional counseling to students 4 hours per week by referral.

Total Unrestricted Expenditures \$4,070,572.75

Special Ed/Administration \$1,049,372.26

Instruction \$1,913,440.58

Instructional Admin \$9,825.65

Instructional Media & Library \$3,552.41

School Administration \$623,447.73

Guidance & Counseling Services \$619.64

Psychological Services \$3,614.60

Health Services \$2,879.97

Pupil Testing \$977.85

Other Pupil Services \$198,134.68

School Sponsored Athletics \$52,744.55

Security \$65,687.00

Utilities/Maintenance \$146,275.83

Total Restricted Expenditures \$27,108.97

Instruction \$11,745.23

Pupil Testing \$5,119.10

Maintenance \$10,184.00

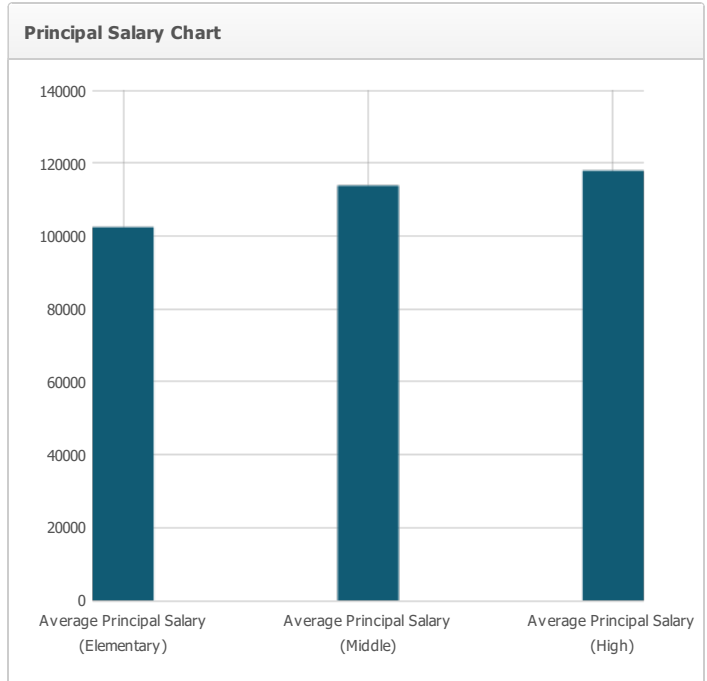
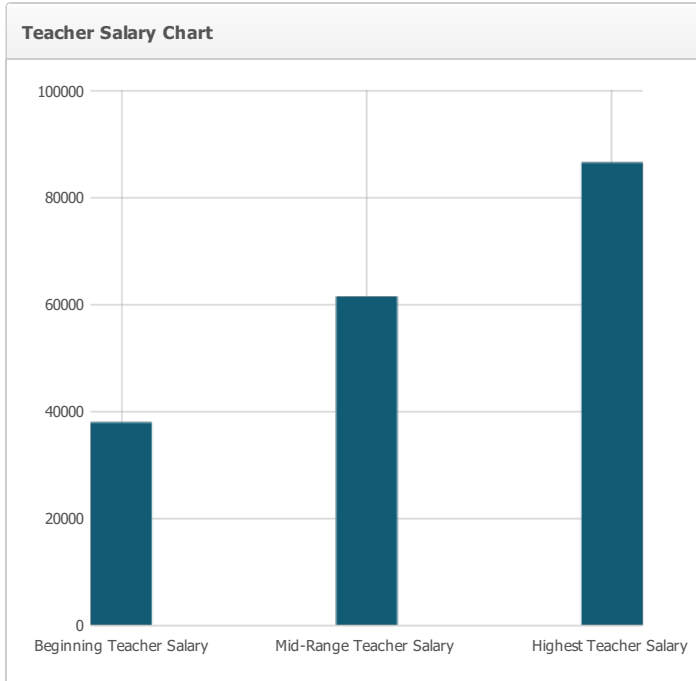
Facilities \$60.64

Last updated: 1/25/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,887	\$44,958
Mid-Range Teacher Salary	\$61,420	\$70,581
Highest Teacher Salary	\$86,481	\$91,469
Average Principal Salary (Elementary)	\$102,413	\$113,994
Average Principal Salary (Middle)	\$113,826	\$120,075
Average Principal Salary (High)	\$117,920	\$130,249
Superintendent Salary	\$158,686	\$218,315
Percent of Budget for Teacher Salaries	38.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/25/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	1	N/A
All Courses	4	14.8%

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

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

Last updated: 1/25/2017

Professional Development

Weekly professional development time is scheduled on Friday afternoons for BCMHS staff. The primary areas of focus are continued improvement across the board in ELA and lower level Math, good first teaching which involves student engagement, checking for understanding techniques, use of formative assessments, and advances in technology related instruction. Implementation of the Common Core State Standards and Next Generation Science Standards are a current professional development emphasis. VUSD provided workshops on these topics and Friday staff meetings are the time where these are revisited and reinforced. Staff mini-seminars are taught by Buckingham teachers. Other professional development opportunities for teachers include peer observation, personal mentoring, webinars, and attendance at professional conferences. Teachers receive support and input from mentors, peer observations, student performance data, and administrator walk-throughs.

Last updated: 1/24/2017