

Elise P. Buckingham Charter Magnet High

School Accountability Report Card Reported Using Data from the 2017—18 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

Greetings from Buckingham Charter Magnet High School, The mission at 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. Buckingham is an amazing charter school that offers a digital learning environment. Students have a Chromebook that they use on a daily basis to engage in learning, submit assignments, and communicate with teachers. Buckingham is an award winning charter school that is a testament to the talented team of teachers and staff working with the most amazing group of students. Students have strong rapport and relationships with their teachers and teachers are always available to provide additional assistance and support. Buckingham is a National Blue Ribbon School recognized for our excellence and high achievement. We are always striving to expand our course offerings to meet the needs of students of the 21st century. Currently we are looking to develop a Design and Engineering focus for our school that would allow students to engage in graphic design, creativity and utilize the principles of art to engineer dynamic solutions to challenges they believe deeply about.

Contact

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

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

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
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 2018—19)	
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
E-mail Address	aeeds@vacavilleusd.org
Web Site	http://buckingham.vacavilleusd.org
County-District-School (CDS) Code	48705734830113

Last updated: 1/3/2019

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

Buckingham Charter Magnet High School, a dependent charter within the Vacaville Unified School District, started 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.

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, project based 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.

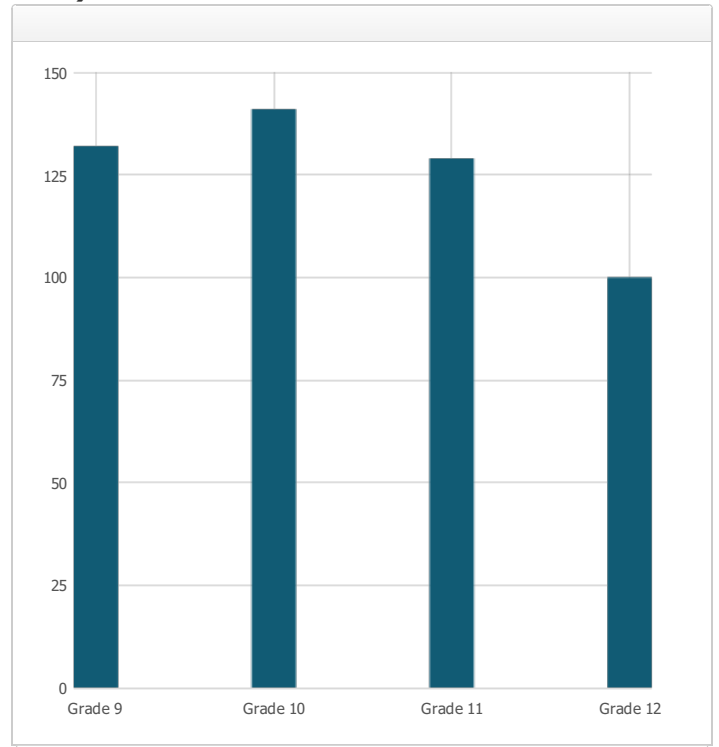
Know how to achieve academic success in postsecondary education.

- 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: 1/15/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 9	132
Grade 10	141
Grade 11	129
Grade 12	100
Total Enrollment	502



Last updated: 1/15/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	8.8 %
American Indian or Alaska Native	1.4 %
Asian	2.4 %
Filipino	5.2 %
Hispanic or Latino	20.5 %
Native Hawaiian or Pacific Islander	0.2 %
White	51.6 %
Two or More Races	8.6 %
Other	1.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	20.1 %
English Learners	1.2 %
Students with Disabilities	8.6 %
Foster Youth	0.2 %

A. Conditions of Learning

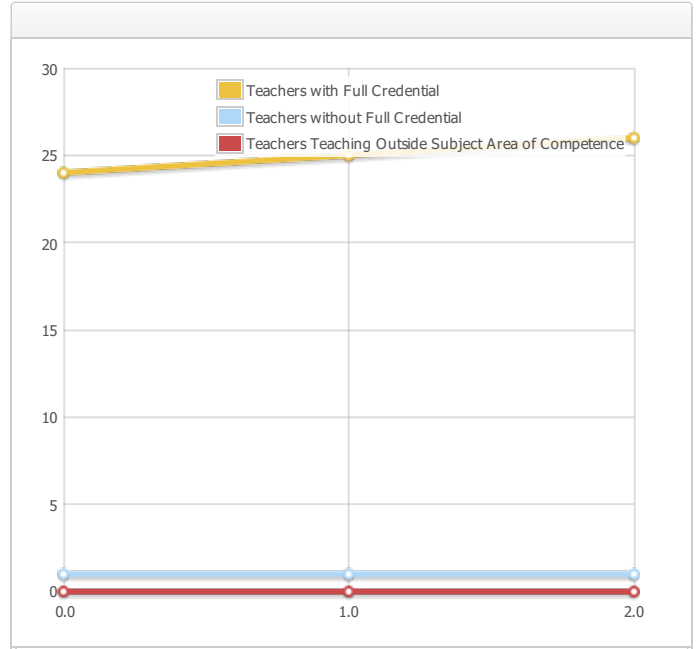
State Priority: Basic

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

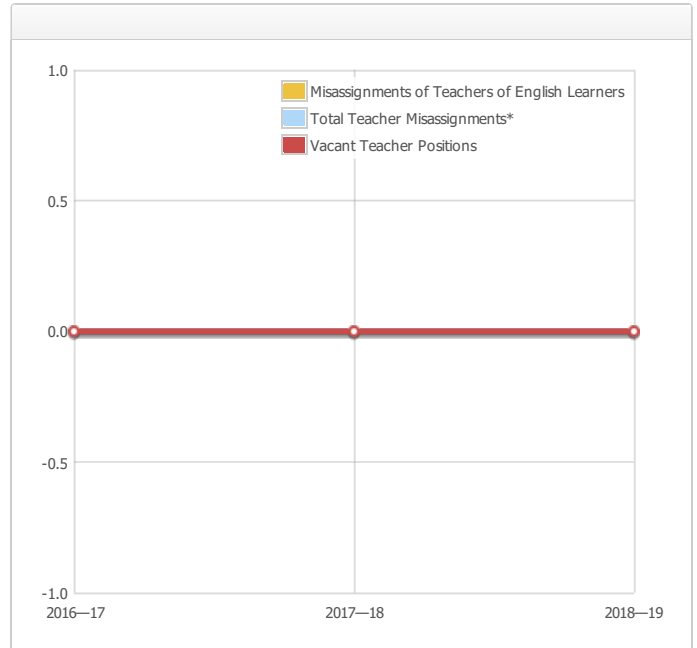
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	24	25	26	593
Without Full Credential	1	1	1	32
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	14



Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	My Perspectives (Pearson)	Yes	0.0 %
Mathematics	Integrated Math 1 (McGraw Hill)	Yes	0.0 %
Science	Biology (Prentice Hall)	Yes	0.0 %
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	0.0 %
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	Various	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: 1/3/2019

School Facility Conditions and Planned Improvements

This school is in good repair. There are a number of non-critical deficiencies from minor wear and tear and are in the process of being mitigated. There are no major facility improvements planned at this time. The bulk of the deficiencies are related to ceiling tiles, flooring and plug in air-fresheners. All deficiencies will be eliminated by the end of the summer break, 2019.

Last updated: 1/3/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	All damaged ceiling tiles will be replaced. Flooring issues will be repaired or replaced by Summer 2019.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	All unsecured items will be either secured or removed.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	All candle warmers, air plug ins and diffusers will be removed immediately. All unauthorized chemicals will be removed.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Good
----------------	------

Last updated: 1/3/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	78.0%	66.0%	50.0%	52.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	52.0%	42.0%	38.0%	39.0%	37.0%	38.0%

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: 1/15/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	124	122	98.39%	66.39%
Male	64	62	96.88%	64.52%
Female	60	60	100.00%	68.33%
Black or African American	11	11	100.00%	36.36%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	18	18	100.00%	77.78%
Native Hawaiian or Pacific Islander	--	--	--	
White	66	64	96.97%	62.50%
Two or More Races	17	17	100.00%	76.47%
Socioeconomically Disadvantaged	30	29	96.67%	62.07%
English Learners	--	--	--	
Students with Disabilities	12	11	91.67%	18.18%
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 (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: 1/15/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	124	122	98.39%	41.80%
Male	64	62	96.88%	45.16%
Female	60	60	100.00%	38.33%
Black or African American	11	11	100.00%	45.45%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	18	18	100.00%	27.78%
Native Hawaiian or Pacific Islander	--	--	--	
White	66	64	96.97%	40.63%
Two or More Races	17	17	100.00%	52.94%
Socioeconomically Disadvantaged	30	29	96.67%	20.69%
English Learners	--	--	--	
Students with Disabilities	12	11	91.67%	18.18%
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 (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: 1/15/2019

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/15/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

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 modelling 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.

In our Engineering Design pathway, Introduction to Engineering Design and Introduction to STEM provide the foundational knowledge required for this pathway. Principles of Engineering and Aerospace 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.

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.

Total enrollment in our pathways has increased from 42% of enrolled students to 46%. In our Digital Media pathway, enrollment has increased from 24.2% to 25.7%. In our Engineering Design pathway, enrollment has increased from 18.2% to 20.4%.

Principal Ali Eeds serves as the Buckingham representative to the district CTE Advisory Committee.

Last updated: 1/15/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	207
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	36.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	1.0%

Last updated: 1/15/2019

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.4%

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 2017–18)

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	25.2%	13.4%	48.7%

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: 1/15/2019

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 2018—19)

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. For the 2018-2019, they are hosting a major fundraising event that will also honor school staff.

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

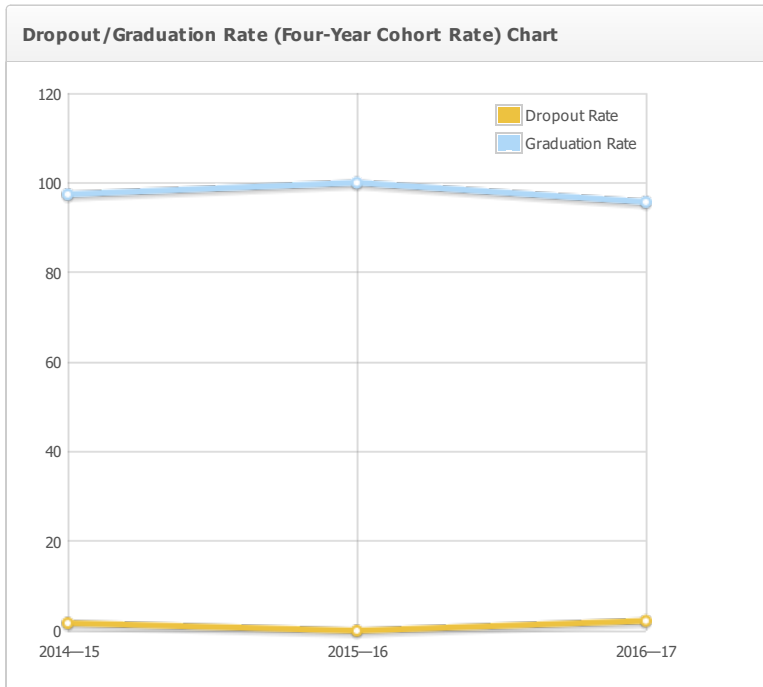
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	1.7%	0.0%	5.8%	5.4%	10.7%	9.7%
Graduation Rate	97.4%	100.0%	87.8%	89.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	2.2%	5.3%	9.1%
Graduation Rate	95.7%	87.6%	82.7%



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

Last updated: 1/15/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	100.0%	100.0%	88.7%
Black or African American	75.0%	100.0%	82.2%
American Indian or Alaska Native	0.0%	100.0%	82.8%
Asian	100.0%	96.6%	94.9%
Filipino	100.0%	100.0%	93.5%
Hispanic or Latino	100.0%	100.0%	86.5%
Native Hawaiian or Pacific Islander	0.0%	100.0%	88.6%
White	100.0%	100.0%	92.1%
Two or More Races	100.0%	100.0%	91.2%
Socioeconomically Disadvantaged	100.0%	100.0%	88.6%
English Learners	100.0%	100.0%	56.7%
Students with Disabilities	90.0%	91.1%	67.1%
Foster Youth	0.0%	100.0%	74.1%

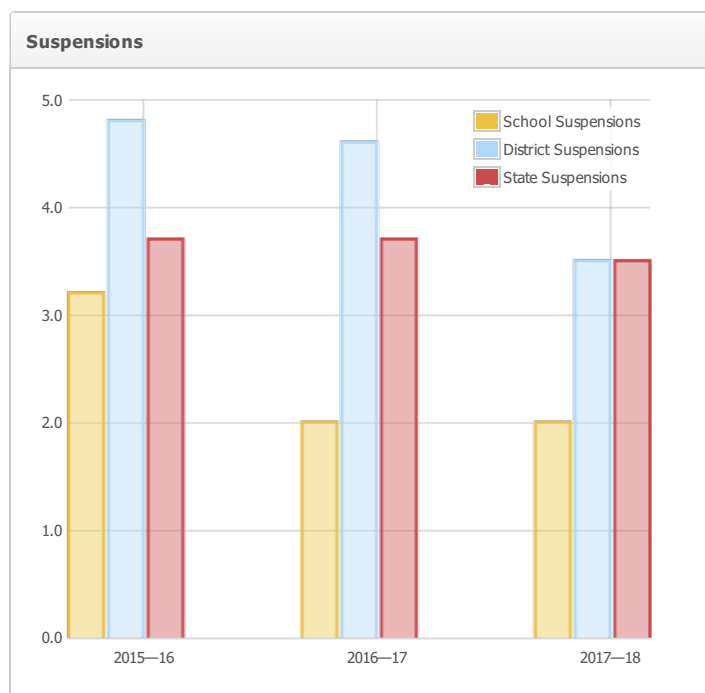
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	3.2%	2.0%	2.0%	4.8%	4.6%	3.5%	3.7%	3.7%	3.5%
Expulsions	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/15/2019

School Safety Plan (School Year 2018—19)

This plan was developed by our School Safety committee and approved by that committee on November 12, 2018 and shared with our parent advisory group on January 8, 2019.

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, and rotating 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 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, Dean, counselor, athletic director, community relations coordinator, campus supervisor, school secretary, teachers, custodian, 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 communicates information about important events to students, staff, and the larger Vacaville community. We are also in the process of implementing a Facebook group for parents through our SHIELD parent organization. Data related to student achievement, discipline, and attendance are shared with staff through staff meeting and Site Leadership Team and to parents via SHIELD meetings.

Positive Behavior Supports: Our expectations for student behavior are outlined thoroughly in our student handbook. These expectations are reinforced through weekly Advisory classes focusing on a different character trait each class period. 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 recognize positive attendance and academic achievement throughout the school year. We also have a Service Learning Class that we are opening to juniors in which a large number of students who do Service Projects on campus help to improve 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.

Last updated: 1/15/2019

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 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	7	10	3
Mathematics	23.0	6	9	1
Science	28.0	2	11	
Social Science	16.0	11	11	

* 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 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	19.0	10	13	1
Mathematics	22.0	10	8	
Science	25.0	4	12	
Social Science	16.0	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 * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	22.0	8	14	
Mathematics	23.0	9	10	
Science	23.0	8	10	
Social Science	19.0	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.

Last updated: 1/15/2019

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	248.0
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	0.6	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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: 1/23/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8633.9	\$437.9	\$8195.9	\$67315.7
District	N/A	N/A	\$6718.5	\$68635.9
Percent Difference – School Site and District	N/A	N/A	18.0%	-2.1%
State	N/A	N/A	\$6574.0	\$79665.0
Percent Difference – School Site and State	N/A	N/A	22.0%	-18.4%

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

Last updated: 1/24/2019

Types of Services Funded (Fiscal Year 2017—18)

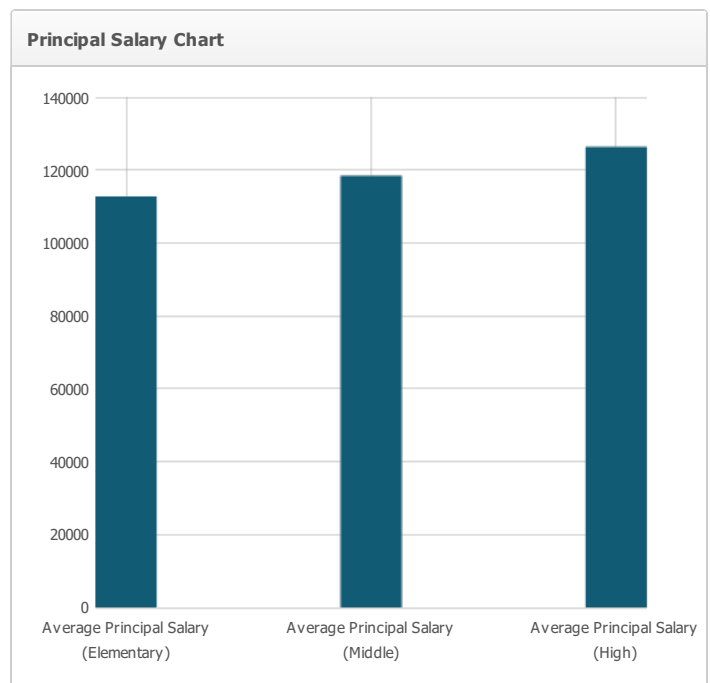
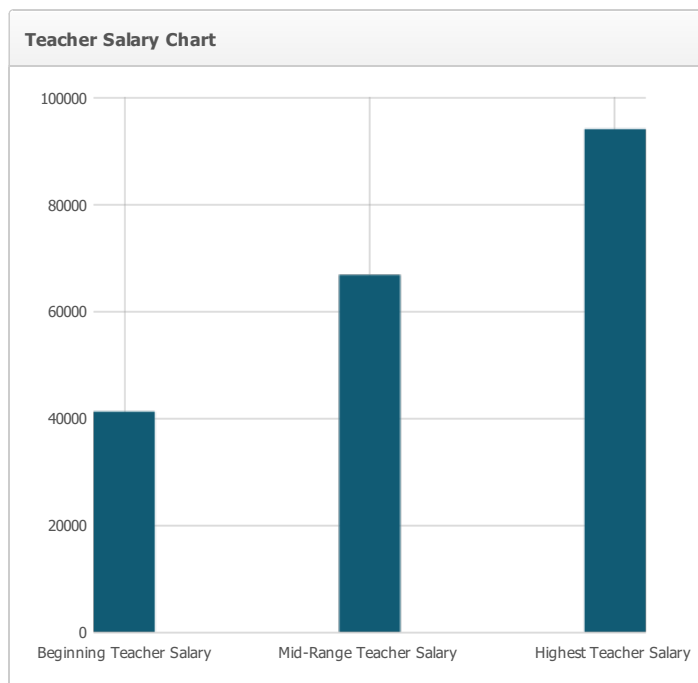
	Unrestricted	Restricted
1000 Certificated Salaries	1,948,509.68	1,373.46
2000 Classified Salaries	363,831.28	
3000 Benefits	784,545.71	147,547.33
4000 Materials & Supplies	48,248.29	37,462.62
5000 Operating Expenses & Services	917,491.19	20,743.97
7310 Indirect Costs	(466.13)	466.13
Less Object 3701-3702	(75,490.01)	(41.17)
Less Unrestricted Lottery	(102,208.00)	
Total	3,884,462.01	207,552.34

Last updated: 1/23/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,197	\$49,512
Mid-Range Teacher Salary	\$66,784	\$77,880
Highest Teacher Salary	\$94,034	\$96,387
Average Principal Salary (Elementary)	\$112,765	\$123,139
Average Principal Salary (Middle)	\$118,443	\$129,919
Average Principal Salary (High)	\$126,363	\$140,111
Superintendent Salary	\$197,672	\$238,324
Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 1/15/2019

Advanced Placement (AP) Courses (School Year 2017—18)

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	0	N/A
Social Science	0	N/A
All Courses	5	14.5%

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

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

Last updated: 1/15/2019

Professional Development

Weekly professional development time occurs on Friday afternoons for BCMHS staff.

For the 17-18 school year, our Friday PD focused on the following: the primary areas of focus are Standards Based Grading, Advisory, STEAM and Project Based Learning.

For the 18-19 school year, our Friday PD focused on the following: trainings on CA Dashboard and new accountability metrics, as well as whole school focus on supporting the skills tested on the SBAC and/or skills needed for post-secondary success.

Vacaville Unified provides a variety of different PD events where teachers can obtain the newest information and best practices going forward. Buckingham staff members have attended Professional Development over the last few years on a variety of topics including World Language Conference, Standards-Based Grading Conference, Good Teaching Conference, CUE Conference, California STEAM Conference, California Choral Directors Association Conference, ACSA Leadership Summit, American School Counseling Academy, School Mint Lottery Training, Naviance Training, AERIES Conference and California All-State Music Education Conference.

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: 1/15/2019