

Butteville Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Butteville Elementary School
Street	24512 Edgewood Rd.
City, State, Zip	Weed, CA 96094
Phone Number	(530) 938-2255
Principal	Eric Bragg
Email Address	eric.bragg@butteville.k12.ca.us
School Website	https://www.butteville.k12.ca.us/
County-District-School (CDS) Code	47-70201-0000000

2022-23 District Contact Information

District Name	Butteville Union Elementary School
Phone Number	(530) 938-2255
Superintendent	Eric Bragg
Email Address	eric.bragg@butteville.k12.ca.us
District Website Address	www.butteville.k12.ca.us

2022-23 School Overview

The Butteville Union Elementary School District is a beautifully located, rural school. It is a K-8 single school district at the base of Mount Shasta in Siskiyou County. Butteville Elementary has has a enrollment of 164 students. We employ one superintendent /principal, 11 teachers and 18 classified staff in various capacities. Students in Transitional Kindergarten through sixth grades are taught in self-contained classrooms, while the seventh and eighth grades are in a departmental setting. The school is committed to keeping small class sizes and maintaining a lower student to teacher ratio to promote academic achievement. The staff at Butteville Elementary school is committed to providing a safe learning environment for our children. Our teachers and support staff emphasize teaching state aligned core curriculum and enrichment at the elementary and middle school level.

Teachers participate in professional development training focused on integrating the California State Common Core Standards into math, science, language arts and social science education.

Butteville Elementary School is one of Siskiyou County's premier elementary schools. The school has a very committed Parent Teacher Organization (PTO). They are dedicated in supporting the enrichment programs provided on campus. It is the primary fundraiser to support opportunities to learn beyond the core curriculum. In addition to offering an academics, Butteville students may choose from a variety of different offerings which include performing arts, art, sewing, marimbas, ukelele, coding, yearbook, gardening, and sports. Students may participate in volleyball, crosscountry, basketball, and track.

Butteville Elementary School District is dedicated to making the difference for each of our students. Our vision is to hold the highest expectations for students through clarity in writing, speaking, thinking, creating and performing.

About this School

2021-22 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	19
Grade 1	15
Grade 2	12
Grade 3	21
Grade 4	15
Grade 5	20
Grade 6	18
Grade 7	23
Grade 8	21
Total Enrollment	164

2021-22 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	52.4
Male	47.6
American Indian or Alaska Native	1.2
Asian	0.0
Black or African American	0.6
Filipino	0.6
Hispanic or Latino	11.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	9.8
White	76.8
English Learners	1.8
Foster Youth	0.0
Homeless	1.8
Migrant	0.0
Socioeconomically Disadvantaged	37.2
Students with Disabilities	4.9

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.80	95.91	9.80	95.91	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.40	3.99	0.40	3.99	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	10.20	100.00	10.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.40	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Our staff believes that if academic goals are to be achieved, the school must provide successful school experiences. The statement, 'All Students Learning Whatever It Takes,' drives our school philosophy to provide the finest learning opportunities for all students. Textbooks are reviewed and adopted to align with the state curriculum frameworks and California State Content Standards in the cycle dictated by the State of California; teachers and administrators are involved in the selection process. Since the adoption of the new Common Core State Standards, the District adopted a K-6 math curriculum: Everyday Math. In 2021-22, the faculty adopted Wonders for the English Language Arts (K-6th curriculum to replace the old curriculum called California Treasures. Supplementary non-fiction from sources like Time for Kids and NewsELA, as well as integrating CALIREads teaching strategies help round out the ELA curriculum. Faculty, parents, and administration develop district initiatives to determine how BES will meet its educational and campus maintenance goals. Our faculty and parents also provide input into the Board-approved Local Control and Accountability Plan to insure that all facets of our educational plan are inline with the Vision and Mission of the school. We have one chrome book or iPad per student. Our teachers use a variety of on-line educational programs to assist student learning: Raz-Kids, Lalilo, and Renaissance Learning, Mystery Science to name a few. Our school features a Marimba club and a K-3rd music classes use First Steps in Music for Preschool and Beyond K-3rd World Music Drumming, A Cross-Cultural Curriculum. Second Step curriculum is used to help with the socio-emotional growth of our students.

Year and month in which the data were collected

2022- January

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K - 6 -McGraw Hill ©2017 - California Wonders 2021 Holt McDougal Literature 6th-8th ©2017 7th - 8th Educators Publishing Service - Worldly Wise 3000, Books 7 - 9 @ 2016 1 - 8 Accelerated Reader, 2010 4 - 6 Being a Writer, 2010	Yes	0
Mathematics	K-5 Wright Group/McGraw Hill, Everyday Mathematics CA 2015 6 - Everyday Math, 2016 K - 8th Standards Plus, 2016 K - 5 ST Math, 2016 7th-8th Open Up Resources Illustrative Mathematics @ 2016	Yes	0
Science	TK-8th Grades - Focus On Science Series, Next Generation Science, Glencoe/McGraw Hill @ 2017	Yes	0
History-Social Science	1-6 Social Studies Weekly, 2019 7th/8th - History Alive Medieval World, TCI, 2006 7th/8th - History Alive - US Through Industrialism, TCI, 2006	Yes	0
Foreign Language	Voces, 2017	Yes	0
Health			N/A
Visual and Performing Arts			0
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements

Student safety, health, and well being are considered a foremost priority by all who work at the school. Regular facility reviews check for safety and health issues and appropriate repairs are completed as a result. Monthly emergency drills signal the time for the school safety coordinator to check the Crisis Response Kit and order necessary replacements. Emergency lights in the gym were replaced, a convex mirror was installed in front of the school to help the monitor see approaching individuals from the side of the building, the outdoor drinking fountain was repaired, and two ramps to portables were replaced with cemented ramps to address rust holes. A pallet of rubber tire bark was purchased for under the swings, and cracked swing seats were replaced.

A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Recently purchased for enhanced safety of staff and students are antibacterial hands-free machines in all public places, including staff room, hallways, and entryways; new air purifiers in all classrooms, offices, library, and staff room; two backpack and two hand-held sanitation foggers to sanitize the buses, classrooms, and high use areas on campus; and several non-touch thermometers for entering the school and riding the buses.

Respect, kindness, safety and responsibility are keys to providing a supportive and positive learning environment. A school wide discipline program holds each child accountable for his/her behavior. Parents and students understand the consequences for misbehavior, and the program allows a child turn-around time during which all steps may be erased when self-discipline is exercised. Students "Caught Being Good" are rewarded with Eagle Awards and recognized at an assembly.

The plans for three new classrooms, and new restrooms, are currently waiting for final approval from the California Office of Public School Construction. After approval the State will then provide funding and construction can begin. While there is no firm date for construction it is hoped construction will be approved and completed for the 2021 school year.

Year and month of the most recent FIT report

01/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Interior temperatures in two offices and server room not maintained in normally accepted ranges. Creating plan of action.
Interior: Interior Surfaces		X		Carpets are being replaced in portables, with a schedule to replace old carpet and paint throughout the school over the next few years.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Buildings and classrooms are checked periodically for any vermin infestation. Cleaning schedule maintained.
Electrical	X			None needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Drinking fountains replaced with automatic bottle fillers for illness prevention
Safety: Fire Safety, Hazardous Materials	X			School alarms, fire extinguishers, and hazardous material inspections scheduled. Safety drills conducted routinely.
Structural: Structural Damage, Roofs	X			None needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		New Ramps on two portables repaired, old windows being replaced in three classrooms, staff workroom, and library. Secondary escape stairs built behind Room 10.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	40	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	44	N/A	44	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	121	119	98.35	1.65	40.34
Female	59	57	96.61	3.39	50.88
Male	62	62	100.00	0.00	30.65
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	12	12	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	14	14	100.00	0.00	14.29
White	92	90	97.83	2.17	42.22
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	43	42	97.67	2.33	28.57
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	121	117	96.69	3.31	44.44
Female	59	56	94.92	5.08	39.29
Male	62	61	98.39	1.61	49.18
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	12	11	91.67	8.33	45.45
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	14	14	100.00	0.00	28.57
White	92	89	96.74	3.26	46.07
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	43	42	97.67	2.33	28.57
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	51.35	40	51.35	40	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	42	40	95.24	4.76	40
Female	26	25	96.15	3.85	36
Male	16	15	93.75	6.25	46.67
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	34	33	97.06	2.94	45.45
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	13	92.86	7.14	23.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99.95%	100%	99.95%	100%	100%
Grade 7	100%	100%	100%	100%	100%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Butteville Elementary staff welcome parental involvement in all of our school programs. Parents are considered vital members of the school community. Many act as School Board members, attend LCAP Parent Advisory meetings, and volunteer on interview panels. Many classes have parent volunteers who help students build basic skills and who assist teachers with classroom activities. Parent volunteers work with PTO to organize and chaperone fundraisers, field trips and other events like Ski Club, Rafting, Horse Camp, and other outdoor activities. The school regularly communicates with families about programs, policies, events, procedures, and deadlines through a weekly newsletter and the school web site. Annual parent surveys indicate 98% parents feel welcome at school, 98% feel the school is safe and a good learning environment for their children. Butteville teachers are excited and relieved that parent volunteers are welcomed back to assist in the classroom now that pandemic restrictions have been lifted.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	181	179	92	51.4
Female	93	93	49	52.7
Male	88	86	43	50.0
American Indian or Alaska Native	2	1	0	0.0
Asian	0	0	0	0.0
Black or African American	1	1	1	100.0
Filipino	1	1	0	0.0
Hispanic or Latino	19	19	11	57.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	16	16	11	68.8
White	142	141	69	48.9
English Learners	3	3	0	0.0
Foster Youth	0	0	0	0.0
Homeless	4	4	1	25.0
Socioeconomically Disadvantaged	70	70	36	51.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	11	11	6	54.5

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.00	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.55	0.00	0.55	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.55	0.00
Female	0.00	0.00
Male	1.14	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.70	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.43	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Student safety, health, and well-being are considered a foremost priority by all who work at the school. Butteville Elementary School has a long history of providing quality education in a safe, supportive learning environment. Cleaning operations are performed in every classroom every school day. Periodic inspections are made by our staff to identify any potential safety hazards. A Comprehensive School Safety Plan in compliance with SB 187, Chapter 736 is reviewed and updated annually for Board approval in February. Periodic checks for safety and health issues are maintained. Appropriate and necessary repairs are completed in a timely fashion. Emergency fire, earthquake and lockdown drills are practiced per schedule. Water testing is also done on a regular basis, and the school well water meets state standards.

Over the past several years, the Butteville Elementary School District has conducted a strategic assessment of campus safety. The staff and students are updated on new safety training techniques and procedures. Evacuation and intruder drills are practiced. New, updated surveillance cameras and phone system were installed in 2022. The community in which the school is located is clean and clear of environmental pollutants, including noise pollution. The environment is supportive, wholesome, free from drugs, alcohol and gang problems.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	1		
1	23		1	
2	17	1		
3	44			1
4	16	1		
5	24		1	
6	24		1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	1		
1	11	1		
2	22		1	
3	28		1	
4	21		1	
5	26		1	
6	21		1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	2		
1	15	1		
2	12	1		
3	42			1
4	15	1		
5	20	1		
6	18	1		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$ 13,457	\$ 2,880	\$10,577	55,800
District	N/A	N/A	\$10,577	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	46.4	-28.1

2021-22 Types of Services Funded

1. Enrichment program includes music, marimba, ukulele, sewing, art, garden, coding, and performing arts funded by General Fund and PTO
2. Guest speakers funded by General Fund
3. Classroom Instructional Aides funded by Title I and General Fund
4. After School Program funded by parents, subsidized by General Fund
5. ALMA Student Information System funded by General Fund
6. Student Counselor funded by COVID funds

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$46,844
Mid-Range Teacher Salary		\$73,398
Highest Teacher Salary		\$93,345
Average Principal Salary (Elementary)		\$116,457
Average Principal Salary (Middle)		\$122,115
Average Principal Salary (High)		
Superintendent Salary		\$136,296
Percent of Budget for Teacher Salaries	33%	30%
Percent of Budget for Administrative Salaries	9%	6%

Professional Development

Three full days are devoted to on-site staff development each year including Mandated Reporting and Sexual Harassment training. A wide variety of professional development opportunities are available to teachers and staff. Topics include utilization of effective instructional strategies, initial and ongoing assessments and tiered grouping, CAASPP training, positive discipline in-services, Heart Kids, and Response to Intervention strategies. All staff development are scientifically based research and practice that supports school programming. Professional development is aligned with Common Core State Standards. Staff is currently in Year 2 of professional development in Positive Behavior Interventions and Supports (PBIS). Teacher Effectiveness Grant monies are directed toward professional development. Two teachers are in credentialing programs and two teachers are receiving CLAD certification. All teachers are receiving instructional literacy, assessment training (including CAASPP IAB training) through Siskiyou County Office of Education. Paraprofessionals received training on March 18, 2022 on Word Power and Behavioral Tools. Paraprofessionals also received playground training August, 2022.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3