

Buttonwillow Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Buttonwillow Elementary School
Street	42600 Highway 58
City, State, Zip	Buttonwillow, CA 93206
Phone Number	661-764-5248
Principal	Hiedi Witcher
E-mail Address	hwitcher@buttonwillowschool.com
Web Site	www.buttonwillow.k12.ca.us
CDS Code	15 63370 6009278

District Contact Information	
District Name	Buttonwillow Union School District
Phone Number	(661) 764-5248
Superintendent	J. Stuart Packard
E-mail Address	spackard@buttonwillowschool.com
Web Site	www.buttonwillow.k12.ca.us

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

It is the mission of Buttonwillow Union School District to provide a high-quality, academic standards-based education to all of our students, and to differentiate instruction to meet the needs of each of our students. We believe that all children can learn, and that a high-quality education delivered in a nurturing manner is key to each child's success.

Thank you for taking the time to become familiar with the Buttonwillow Elementary School Accountability Report Card (SARC). The purpose of the SARC is to provide important information regarding our school's achievements, resources, students, and staff. The information presented is intended to clarify school goals, describe school improvement efforts, and gauge student achievement progress. Buttonwillow School is dedicated to promoting a climate where students and staff members believe all students can and will succeed. As we enter a new era of school funding and school accountability, we have so much to look forward to at our school. The new funding along with staff and community input is providing a direction for our school and our students. With the advent of Common Core instruction and the need to integrate our teaching and curriculum, we expect to see many more opportunities opened up to our students. Already the school has begun a school garden with more than \$50,000 earned in the area of grants and donations. Over the past several years, referrals and suspensions have dropped dramatically by 85 percent. Our schoolwide intervention program is paying dividends as data indicates performance is increasing. With so much to offer, we encourage parents and families to be involved in the opportunities presented to our students on a daily basis. We strive for the success of everyone at Buttonwillow Union School District.

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

Grade Level	Number of Students
Kindergarten	54
Grade 1	36
Grade 2	37
Grade 3	43
Grade 4	45
Grade 5	44
Grade 6	45
Grade 7	40
Grade 8	35
Total Enrollment	379

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.3
Asian	0.8
Filipino	0
Hispanic or Latino	89.4
Native Hawaiian or Pacific Islander	0
White	8.4
Two or More Races	0.3
Socioeconomically Disadvantaged	95
English Learners	69.4
Students with Disabilities	7.7
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	22	22	20	20
Without Full Credential	0	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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	1	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.

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	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

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.

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

Year and month in which data were collected: 8/2016

Buttonwillow School ensures the most recent state-approved textbooks and materials are available in sufficient numbers to fully support the school’s instructional program, for in-class and take-home usage. All core textbooks and instructional materials used at Buttonwillow School are aligned with the most recent California grade-level curriculum standards. Buttonwillow Union School District adheres to the state adoption cycle for textbook purchasing for all core subjects. Teacher, parent, and trustee representatives are actively involved in the selection of texts and curricular materials. Textbook committees are formed and meet to examine publisher samples and to narrow down the number of texts to be seriously considered by the board for adoption. Prior to the final selection, the core texts being considered are made available for public view and comment. The board of trustees adopts all core texts after considering the recommendations of the textbook committees. Each pupil has access to his or her own copy of the standards-aligned textbooks (approved by the State Board of Education) and instructional materials in the core curriculum areas of reading/language arts, math, science, and history/social science to use in class and to take home.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Street, Pearson/Scott Foresman, 2010 (K-5); Reading and Language, Pearson/Prentice Hall, 2010 (6-8)	Yes	0
Mathematics	Singapore Math, 2007; My Math/Macmillan (K-5th) (Adopted February, 2016); Prentice Hall California Mathematics, Prentice Hall/Pearson, 2009 (6-8); California Math/Macmillan (6-8) (Adopted February, 2016)	Yes	0
Science	California Science, Macmillan/McGraw-Hill, 2008 (K-5); Prentice Hall California Science Explorer, Pearson/Prentice Hall, 2008 (6-8)	Yes	0
History-Social Science	Scott Foresman History-Social Science for California, Pearson Scott Foresman, 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Buttonwillow School has 27 classrooms, including two relocatable classrooms, and serves approximately 350 students in grades K-8. The design capacity of the school is for 550 students. The original classroom buildings for Buttonwillow School were built in 1928 with additional classrooms and other school buildings built between 1937 and 1949. Major facility projects took place from 2003-11 and provided for modernized classrooms, restrooms, a gym, roofing, grounds, play areas, water and sewer lines, and sprinkler systems. The modernized campus is fully ADA compliant and asbestos free. A new kindergarten classroom and a resource center building that houses the school's first on-campus library, a community meeting room, and a modernized computer lab were completed in 2010. Junior high classrooms were modernized in 1989, and the gymnasium, built in 1957, was modernized during the summer of 2007. A cafeteria building was completed in 1939 and modernized in 1955 and again in 1996. Five classrooms are dedicated for special-education classes, including a Resource Specialist Program (RSP), three Special Day Classes (two mild/moderate and one moderate/severe), and a designated instruction and services (DIS) speech class. Athletic facilities include the modernized gym for indoor sports, and well-kept fields and a track for outdoor sports. The school has a kindergarten playground and an elementary playground, both of which were modernized during the fall of 2006. A multipurpose room with a stage is used regularly for student performances, parent meetings, and other school activities and community functions. Two classrooms were fully upgraded with technology, flooring, and wall coverings in preparation for class size reduction that promoted more classroom space. Additionally, the interior of the gym and the cafeteria were all completed in the summer of 2014. During the 15 - 16 school year, air conditioners were upgraded on the Junior High classrooms as well as outside lighting added across the campus. The maintenance staff works diligently to maintain a safe and clean school campus. Work schedules provide daily cleaning of classrooms, restrooms, the cafeteria, and other areas on campus. Trash receptacles are placed strategically throughout the campus, and students are regularly reminded to pick up after themselves in the classrooms, the cafeteria, and throughout campus.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: Sept, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: Sept, 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	15	18	15	18	44	48
Mathematics	7	11	7	11	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	45	43	95.6	13.9
	4	48	46	95.8	8.9
	5	43	42	97.7	23.8
	6	43	42	97.7	16.7
	7	42	41	97.6	21.9
	8	37	35	94.6	26.5
Male	3	21	20	95.2	5.0
	4	32	32	100.0	3.2
	5	25	24	96.0	25.0
	6	23	23	100.0	13.0
	7	20	20	100.0	15.0
	8	17	15	88.2	42.9
Female	3	24	23	95.8	21.7
	4	16	14	87.5	21.4
	5	18	18	100.0	22.2
	6	20	19	95.0	21.1
	7	22	21	95.5	28.6
	8	20	20	100.0	15.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	3	38	36	94.7	16.7
	4	45	43	95.6	9.3
	5	40	40	100.0	25.0
	6	37	36	97.3	11.1
	7	35	35	100.0	22.9
	8	33	32	97.0	28.1
Socioeconomically Disadvantaged	3	42	41	97.6	14.6
	4	45	44	97.8	9.1
	5	40	40	100.0	22.5
	6	40	39	97.5	12.8
	7	37	37	100.0	24.3
	8	31	30	96.8	27.6
English Learners	3	32	30	93.8	13.3
	4	33	32	97.0	3.1
	5	31	31	100.0	16.1
	6	29	29	100.0	6.9
	7	21	21	100.0	4.8
	8	18	17	94.4	6.3
Students with Disabilities	4	12	12	100.0	
Students Receiving Migrant Education Services	5	15	15	100.0	26.7

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	45	44	97.8	18.2
	4	48	46	95.8	2.2
	5	43	42	97.7	4.8
	6	43	42	97.7	14.3
	7	42	42	100.0	17.1
	8	42	42	100.0	17.1
Male	3	21	21	100.0	9.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	32	32	100.0	3.1
	5	25	24	96.0	8.3
	6	23	23	100.0	17.4
	7	20	20	100.0	21.1
	8	20	20	100.0	21.1
Female	3	24	23	95.8	26.1
	4	16	14	87.5	
	5	18	18	100.0	
	6	20	19	95.0	10.5
	7	22	22	100.0	13.6
	8	22	22	100.0	13.6
Hispanic or Latino	3	38	37	97.4	16.2
	4	45	43	95.6	2.3
	5	40	40	100.0	5.0
	6	37	36	97.3	11.1
	7	35	35	100.0	20.0
	8	35	35	100.0	20.0
Socioeconomically Disadvantaged	3	42	41	97.6	17.1
	4	45	44	97.8	2.3
	5	40	40	100.0	5.0
	6	40	39	97.5	12.8
	7	37	37	100.0	18.9
	8	37	37	100.0	18.9
English Learners	3	32	31	96.9	16.1
	4	33	32	97.0	
	5	31	31	100.0	6.5
	6	29	29	100.0	10.3
	7	21	21	100.0	9.5
	8	21	21	100.0	9.5
Students with Disabilities	4	12	12	100.0	
Students Receiving Migrant Education Services	5	15	15	100.0	13.3

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.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	29	24	27	29	24	27	60	56	54

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.

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	80	78	97.5	26.9
Male	42	41	97.6	36.6
Female	38	37	97.4	16.2
Hispanic or Latino	73	71	97.3	28.2
Socioeconomically Disadvantaged	71	69	97.2	27.5
English Learners	49	47	95.9	23.4
Students with Disabilities	13	11	84.6	45.5
Students Receiving Migrant Education Services	20	20	100.0	35.0

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28.6	21.4	33.3
7	17.5	42.5	27.5

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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)

Parent involvement is an important component in promoting student achievement, and it is our goal to work with Parents as Partners in their child's education. Parents and community members have many opportunities to become active at school throughout the year. Buttonwillow School supports a four-step process of parent involvement: communication, parent education, direct involvement, and shared decision making. Communication is accomplished through fall and spring parent-teacher-student conferences, progress reports, report cards, parent meetings, back-to-school night, open house, newsletters, the outdoor electronic bulletin board, letters and notices, telephone calls/text messages, home visitations, and other activities that foster clear and timely information between school and home. All written communications are translated into Spanish, and translators are available at school. Parent education is accomplished through providing programs for our parents and community, including parenting and leadership education, "Healthy Families" presentations through our Community Center's Healthy Start program, school program awareness meetings, a community fair, parent nights, and other activities that encourage parent education and involvement. Direct involvement and feedback is accomplished through parent and community participation in school-community programs and activities that include representative membership on the School Site Council (SSC) and Parent Club. Parents and community members are active as chaperones on field trips and at school activities. They are involved as helpers in the classrooms, and in assisting with school sports, the science fair, oral language festival, book fair, and other activities. Parents also take a leading role in fundraising events for the school through our Parent Club. Shared decision making is accomplished through parent participation on the School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), textbook and other ad hoc committees; Parents' Club; participation at regular board meetings; input on surveys; and ongoing dialogue between parents and school personnel.

For more information about how to become involved at school, contact Hiedi Witcher, Principal at (661) 764-5248 or hwitcher@buttonwillowschool.com

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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	1.5	0.8	0.0	1.5	0.8	0.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Buttonwillow School has a School Safety Plan that guides us in maintaining a safe and orderly learning environment for all students and staff. The plan is reviewed, updated, and recommended for board approval by our SSC each year. The School Safety Plan was updated and approved in March, 2016. The original plan was written with the assistance of local law enforcement officers, fire department representatives, parents, and community members who provided guidance and direction to our SSC members in completing the document. Key elements of the School Safety Plan include the following:

- Routine and emergency disaster procedures
- Suspension and expulsion procedures
- Teacher notification of pupils with a specific discipline history
- Child-abuse reporting procedures
- The district's sexual harassment policy

- School crime data
- The student dress code
- Safe entrance and exit procedures
- The civil defense and disaster plan
- Discipline rules and procedures
- Buttonwillow School students and staff emergency drills (fire/earthquake) procedures

Major training for the staff has occurred in the event an intruder has found their way onto the campus.

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	In PI	Not In PI
First Year of Program Improvement	2005-2006	
Year in Program Improvement*	Year 5	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	1	1		21	1	1		24		2	
1	21		2		18	2			17	2		
2	19	.5	1		20	2			20	2		
3	21	.5	1		21	1	1		22		2	
4	36			1	19	.5	1		21	.5	1	
5	35			1	20	.5	1		21	.5	1	
6	30		1		20	.5	1		20	1	1	
Other	23		3		19	3.5			25	1	2	

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: 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.

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	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	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.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,203	\$1,941	\$7,262	58,423
District	N/A	N/A	\$10,909	\$54,152
Percent Difference: School Site and District	N/A	N/A	-33.4	7.9
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	27.9	-4.2

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

Types of Services Funded (Fiscal Year 2015-16)

Buttonwillow School receives federal funding grants to supplement its core education program. Our school is designated as a schoolwide Title I school. Title II funds are used to supplement our education program by providing funding for additional teachers to maintain a low student-to-teacher ratio in our classrooms, and to minimize combination classes. Title I funding allows the district to hire bilingual paraprofessionals to assist “at-risk” and other children in classrooms. Twenty percent of the district’s Title I funding is set aside to meet the costs of School Choice and Supplemental Educational Services programs. Title III funds are expended on teachers, aides, and materials to address the needs of our Limited English Proficient (LEP) students. Buttonwillow School participates in Class Size Reduction for grades K-3 to ensure our primary classes are all within the prescribed student-to-teacher limits. Our district is part of a countywide consortium that participates in the Title IV Safe and Drug Free School Program. The school will be receiving state funding through the Local Control Funding Formula (LCFF). The initial priorities were established through parent, community, staff, and school board involvement and participation.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,650	\$41,085
Mid-Range Teacher Salary	\$59,323	\$59,415
Highest Teacher Salary	\$82,117	\$75,998
Average Principal Salary (Elementary)		\$100,438
Average Principal Salary (Middle)		\$101,868
Average Principal Salary (High)		
Superintendent Salary	\$122,000	\$116,069
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	7%	7%

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

Professional Development (Most Recent Three Years)

Buttonwillow School uses staff-development days that are built into the school calendar for continuous instructional improvement. Staff development and trainings are conducted before school as well as throughout the school year:

- All teachers will participate in highly focused professional development activities for improved instruction in accordance with the LCAP. A well-planned professional-development program has been implemented to ensure all teachers become proficient in implementing the Direct Interactive Instruction (DII) model.
- All teachers will participate in professional development designed to focus on improving student achievement in the areas of mathematics and reading/language arts, and strategies for effective teaching of English learner students.
- Teacher familiarization and implementation strategies for newly adopted, standards-based English Language Arts/Reading texts and supplemental materials and math texts and supplemental materials.
- Teacher support in the classroom through in-class coaching with an emphasis on direct interactive instruction, and using student data to drive instructional decisions. Including ongoing teacher-administrator meetings to ensure fidelity to the adopted standards-based curriculum, and the use of student data to drive instruction.
- Professional Learning Communities: one hour and 15 minutes of time set aside each week (Late Start Wednesdays) for face-to-face meetings with whole faculty, and for teachers to work in smaller professional learning groups with colleagues to discuss student needs, the “whats and hows” for student success, curriculum and lesson planning, curriculum pacing, and other matters for improved instruction.
- Teachers are supported in participating in additional professional development activities that are cogent to their area(s) of instruction, grade level, student needs, and the use of technology or individual professional growth.
- All first- and second-year teachers participate in the Beginning Teacher Support and Assistance (BTSA) induction program.