

**Butteville Elementary School  
School Accountability Report Card  
Reported Using Data from the 2018-19 School Year  
Published During 2019-20**

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/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).

**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**

**School Contact Information (School Year 2019-20)**

Entity	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
Website	www.sisnet.ssku.k12.ca.us
County-District-School (CDS) Code	47-70201-6050678

Entity	Contact Information
District Name	Butteville Union Elementary School District
Phone Number	(530) 938-2255
Superintendent	Len Foreman
Email Address	len.foreman@butteville.k12.ca.us
Website	www.sisnet.ssku.k12.ca.us

### School Description and Mission Statement (School Year 2019-20)

The Butteville Union Elementary School District is a rural, one-school K-8 district at the base of Mount Shasta in Siskiyou County. Our vision is to hold the highest expectations for students and staff. Our students will become effective leaders in the community by achieving academic success through clarity in writing, speaking, thinking, creating and performing. Butteville Elementary has a enrollment of 182 students. We employ a superintendent who is here 1 day a week on average, a full-time principal, eleven teachers and fifteen 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.

At Butteville, we are committed to providing the best educational setting and opportunities for our children. Our highly trained and dedicated teachers and support staff collaborate with each other daily. One hour every day is reserved for reading at every grade level. Students work in small, leveled reading groups with an adult to practice decoding, reading fluency, comprehension and analysis. Through frequent formative assessments and periodic summative assessments, students' reading growth is measured, and students are moved to increasingly challenging reading groups as they gain skills.

Beyond reading, Kindergarten through sixth grade teachers adopted new state standards-aligned math curriculum in the 2014-15 school year. Before the start of the year and during, teachers received on-site training on using the new textbook and related materials. Teachers received other on-site and off-site professional development training focused on integrating the California State Common Core Standards into math, science, language arts and social sciences curriculum.

Butteville Elementary School has emerged as one of Siskiyou County's premier elementary schools. High test scores and a focus on fine and performing arts are part of the success that our school is experiencing. We have a very committed Parent Teacher Organization (PTO) which is the primary fundraiser to support the arts program. In addition to offering an academic and visual and performing arts-focused program, students enjoy a comprehensive sports program and a large garden. The school also provides Spanish as part of its enrichment offerings.

Recently, the School Board of Trustees invested in new security cameras as well as additional fencing and gates on campus increasing student safety. A Prop 39 Clean Energy Solar Panel project was completed March 1, 2018.

Butteville Elementary School District is dedicated to making the difference for each of our students. We believe that every student can achieve at high levels. We believe that every family matters.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	19
Grade 1	20
Grade 2	23
Grade 3	18
Grade 4	22
Grade 5	23
Grade 6	30
Grade 7	12
Grade 8	28
<b>Total Enrollment</b>	<b>195</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.5
Hispanic or Latino	14.9
White	71.8
Two or More Races	11.8
Socioeconomically Disadvantaged	51.3
English Learners	2.6
Students with Disabilities	5.1
Homeless	

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	10	12	11	11
Without Full Credential	2	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

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

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 2019-September

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. This year, the faculty reviewed the available texts in English Language Arts and decided not to adopt during the adoption cycle. Rather, the Butteville staff made modifications to its existing Treasures curriculum (K-6th) and added supplementary non-fiction from sources like Time for Kids. Teachers, administrators, support staff and parents participate in goal setting and decision making through our active School Site Council. District initiatives have been developed to determine how BES will meet its goals. Our faculty, parents and School Site Council developed the Board-approved Local Control and Accountability Plan to include all facets of our educational Plan.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K - 6 -Houghton Mifflin ©2010 - California Treasures Holt McDougal Literature 6th-8th ©2010 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 6-8 Center for Mathematics Teaching & Learning - Math Links 2013 6 - Everyday Math, 2016 K - 8th Standards Plus, 2016 K - 8 ST Math, 2016 7th-8th Open Up Resources Illustrative Mathematics @ 2016	Yes	0
Science	K-8th Grades - Focus On Science Series, Next Generation Science, Glencoe/McGraw Hill @ 2017	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	K-5 - History Social Science for CA, Pearson Scott Foresman, 2006 1-6 Social Studies Weekly, 2019 6th - History Alive (HA)- Ancient World, Teacher's Curriculum Inst., 2006 7th/8th - History Alive Medieval World, TCI, 2006 7th/8th - History Alive - US Through Industrialism, TCI, 2006	Yes	0
<b>Foreign Language</b>	Voces, 2017	Yes	0
<b>Health</b>			N/A
<b>Visual and Performing Arts</b>			0
<b>Science Laboratory Equipment (grades 9-12)</b>			0

### School Facility Conditions and Planned Improvements (Most Recent Year)

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 temporarily fixed 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.

Respect, 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.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report: 1/15/2020**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	59	54	59	54	50	50
Mathematics (grades 3-8 and 11)	46	45	46	45	38	39

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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	133	131	98.50	1.50	54.20
Male	70	70	100.00	0.00	50.00
Female	63	61	96.83	3.17	59.02
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	20	18	90.00	10.00	50.00
Native Hawaiian or Pacific Islander					
White	91	91	100.00	0.00	59.34
Two or More Races	19	19	100.00	0.00	31.58

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	65	63	96.92	3.08	47.62
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	133	131	98.50	1.50	45.04
Male	70	70	100.00	0.00	47.14
Female	63	61	96.83	3.17	42.62
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	20	18	90.00	10.00	44.44
Native Hawaiian or Pacific Islander					
White	91	91	100.00	0.00	49.45
Two or More Races	19	19	100.00	0.00	26.32
Socioeconomically Disadvantaged	65	63	96.92	3.08	31.75
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					



Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

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

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

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

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2018-19)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.7	33.3	12.5
7		16.7	83.3

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

At Butteville, we eagerly welcome parental involvement in all of our school programs. Parents are considered vital members of the school community. Many take part in School Site Council, act as School Board members, attend LCAP Parent Advisory meetings, and volunteer on interview panels. Many classes have parent volunteers on a regular weekly basis who help students build basic skills and who assist teachers with classroom activities. Dozens of parent volunteers work with PTO to organize and chaperone fundraisers, field trips and other events like the annual Art Auction and Wine Tasting, our Halloween Carnival, movie nights, an Art Run, Ski Club, rafting and the trip to the Pumpkin Patch. The Kiwanis Club mentors our student Builder's Club. The school regularly communicates with families about programs, policies, events, procedures, and deadlines through a weekly newsletter, a daily emailed bulletin, 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.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.6	4.7	0.5	2.6	4.7	0.5	3.6	3.5	3.5
Expulsions	0.0	0.5	0.0	0.0	0.5	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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 insurance company to advise us of any potential safety hazards. A Comprehensive School Safety Plan in compliance with SB 187, Chapter 736 is updated on annually. Regular scheduled reviews check for safety and health issues and appropriate repairs are completed as a result. Monthly emergency drills are held. Water testing is also done on a regular basis, and the water meets state standards.

Over the past several years, the Butteville Elementary School District has conducted a strategic assessment of school safety including the campus and facilities, law enforcement partnerships and safety procedures. The staff continues to be updated with training and drills, and procedures are rehearsed monthly with staff and students. Also, the front window of the school is staffed during school business hours. Next year, we will plan and implement a full campus evacuation drill.

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

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 (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+
K	22		1		20	1			19	1		
1	19	1			22		1		20	1		
2	24		1		21		1		23		1	
3	22		1		23		1		18	1		
4	33			1	24		1		22		1	
5	14	1			29		1		23		1	
6	31		1		13	1			13	1		
Other**												

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

\*\* "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

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	

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,480	1,153	7,327	54,722
District	N/A	N/A	7,327	\$54,636.00
Percent Difference - School Site and District	N/A	N/A	0.0	15.2
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	2.8	-14.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

1. Enrichment program (music, dance, Spanish) funded by General Fund; Art and Drama funded by PTO
2. Science Specialist funded by School Base
3. Guest speakers funded by General Fund
4. Classroom Instructional Aides funded by Title I and General Fund
5. After School Program funded by parents
6. Response to Intervention, Schoolwide Reading Program funded by Title I and General Fund
7. Intervention Specialist funded by Title I
8. Power School Student Information System funded by General Fund

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,000	\$45,252
Mid-Range Teacher Salary	\$56,000	\$65,210
Highest Teacher Salary	\$70,000	\$84,472
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$95,325	\$124,686
Percent of Budget for Teacher Salaries	26%	31%
Percent of Budget for Administrative Salaries	6%	7%

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

### Professional Development (Most Recent Three Years)

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

Three full days are devoted to on-site staff development each year. The focus has been in the areas Writing and Mathematics for 18/19 school year. A wide variety of professional development opportunities are available to teachers and staff. Topics include utilization of effective instructional strategies, computer technology, mathematics, positive discipline in-services and Response to Intervention strategies. All staff development for which teachers receive authorization/stipends from the school are scientifically based research supporting its programming and is aligned with Common Core State Standards transition. Teachers select professional development goals that are aligned with school goals. Staff development also included weekly collaborative meetings with a focus on student assessment and essential standards. Staff is currently in Year 2 of professional development in Responsive Classroom Strategies.