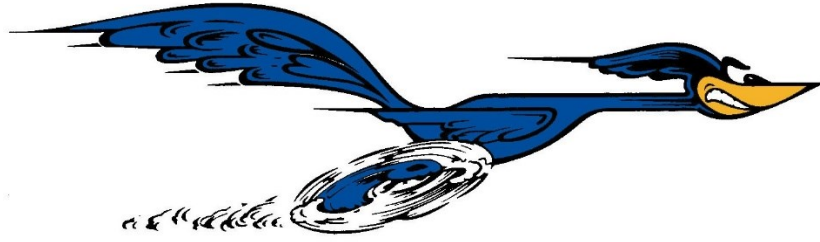# Buttonwillow Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

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.

2023-24 School Contact Information

School Name	Buttonwillow Elementary School
Street	42600 Highway 58
City, State, Zip	Buttonwillow, CA 93206
Phone Number	661-764-5248
Principal	Rebecca Castellanos
Email Address	rcastellanos@buttonwillowschool.com
School Website	www.buttonwillowschool.com
County-District-School (CDS) Code	15 63370 6009278

2023-24 District Contact Information

District Name	Buttonwillow Union School District
Phone Number	(661) 764-5248
Superintendent	Hiedi Witcher
Email Address	hwitcher@buttonwillowschool.com
District Website	www.buttonwillowschool.com

2023-24 School Description and Mission Statement

Here at Buttonwillow Elementary School, we believe that all children can learn. Our teachers are dedicated to teaching and ensuring that all students have the best learning opportunities to meet grade level standards. Our goal is to prepare students to be academically successful, self-confident, and productive citizens by providing them with opportunities that will allow them to embrace challenges and develop a passion for lifelong learning. We follow a rigorous state-adopted curriculum and implement research based educational practices that meet the needs of every student. Our staff has and will continue to receive extensive training and professional development which enables them to better serve the educational and social emotional learning needs of our students.

Our students are at the forefront of everything we do at Buttonwillow Elementary. Our staff are committed to working with students, parents, and the community towards the common goal of meeting state standards while providing a balanced educational program that enables all students to develop intellectually, physically, and emotionally, so they will make positive contributions to our society. We believe a balanced educational environment provides a nurturing experience so that each student will successfully reach his/her highest potential.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	49
Grade 1	30
Grade 2	33
Grade 3	27
Grade 4	33
Grade 5	36
Grade 6	28
Grade 7	40
Grade 8	37
Total Enrollment	313

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9%
Male	52.1%
American Indian or Alaska Native	0.3%
Asian	0.3%
Black or African American	1.9%
Hispanic or Latino	92%
White	5.4%
English Learners	55.3%
Foster Youth	1.3%
Homeless	0.3%
Migrant	1.6%
Socioeconomically Disadvantaged	92.7%
Students with Disabilities	11.8%

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)	16.80	93.72	16.80	93.72	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)	1.00	5.56	1.00	5.56	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	0.10	0.67	0.10	0.67	18854.30	6.86
Total Teaching Positions	18.00	100.00	18.00	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)	15.80	79.15	15.80	79.15	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	5.00	1.00	5.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	15.00	3.00	15.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	0.10	0.80	0.10	0.80	15831.90	5.67
Total Teaching Positions	20.00	100.00	20.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1.00	2.00
Misassignments	0.00	0.00
Vacant Positions	0.00	1.00
Total Teachers Without Credentials and Misassignments	1.00	3.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	8/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys, 2017 Houghton-Mifflin (Pre-K - 5th Grades); Collections, 2017 Houghton-Mifflin (6th - 8th Grades)	Yes	0
Mathematics	Singapore Math, 2007 (Pre-K - TK); My Math/Macmillan, 2016(K-5th); California Math/Macmillan 2016 (6-8)	Yes	0
Science	STEMTaught, 2021 (K-5); California Integrated Elevate Science, Savas Learning, 2020 (6-8)	Yes	0
History-Social Science	Studies Weekly California, 2020 (K-5); Discovery Education, 2017 (6-8)	Yes	0

School Facility Conditions and Planned Improvements

Buttonwillow School has 28 classrooms, including three relocatable classrooms, and serves approximately 350 students in grades Pre-K-8th. 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. Three classrooms are dedicated for special-education classes, including a Resource Specialist Program (RSP), a Special Day Classes (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 19-20 school year, air conditioners were upgraded on all classrooms, added to the gym, 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.

Year and month of the most recent FIT report	August, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Rate

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 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	20	19	20	19	47	46
Mathematics (grades 3-8 and 11)	11	11	11	11	33	34

2022-23 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	198	198	100.00	0.00	18.69
Female	96	96	100.00	0.00	19.79
Male	102	102	100.00	0.00	17.65
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	183	183	100.00	0.00	19.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	113	113	100.00	0.00	8.85
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	191	191	100.00	0.00	19.37
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	28	28	100.00	0.00	3.57

2022-23 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	198	197	99.49	0.51	11.17
Female	96	95	98.96	1.04	7.37
Male	102	102	100.00	0.00	14.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	183	182	99.45	0.55	9.34
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	113	112	99.12	0.88	7.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	191	190	99.48	0.52	10.53
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	28	28	100.00	0.00	3.57

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	1.41	5.63	1.41	5.63	29.47	30.29

2022-23 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	73	73	100.00	0.00	5.48
Female	39	39	100.00	0.00	2.56
Male	34	34	100.00	0.00	8.82
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	67	67	100.00	0.00	2.99
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	44	44	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	71	100.00	0.00	4.23
Students Receiving Migrant Education Services	--	--	--	--	--
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.

2022-23 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.   The administration of the PFT during 2021-22 and 2022-23 school years, 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	92	89	92	89	89
Grade 7	89	86	86	86	89

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.

2023-24 Opportunities for Parental Involvement

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 Resource Center's First 5 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, after school clubs, 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 Rebecca Castellanos, Principal at (661)764-5166 or rcastellanos@buttonwillowschool.com

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	343	330	111	33.6
Female	162	158	55	34.8
Male	181	172	56	32.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	1	1	0	0.0
Black or African American	6	6	3	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	316	303	100	33.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	19	19	7	36.8
English Learners	192	188	58	30.9
Foster Youth	4	4	3	75.0
Homeless	6	4	1	25.0
Socioeconomically Disadvantaged	330	318	109	34.3
Students Receiving Migrant Education Services	8	8	1	12.5
Students with Disabilities	46	46	25	54.3

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.56	1.17	0.00	2.56	1.17	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.17	0
Female	0	0
Male	2.21	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.95	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	5.26	0
English Learners	0.52	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.21	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.52	0

2023-24 School Safety Plan

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 last updated and approved in February, 2023. 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:

- All required state and federal requirements
- 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

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

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.

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	6		
1	12	3		
2	9	6	2	
3	17	2	2	
4	15	4		
5	20	2	2	
6	10	6	1	
Other	9	3	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	10	5	
1	16	10		
2	11	9		
3	17	10		
4	18	10		
5	16	5	5	
6	17	7	5	
Other	5	4		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	8	0	0
1	15	4	0	0
2	16	4	0	0
3	26	0	2	0
4	16	7	0	0
5	13	9	0	0
6	10	6	0	0
Other	3	1	0	0

2022-23 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

2022-23 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	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$18,146	$4,916	$13,229	$65,153
District	N/A	N/A	$13,229	$65,901
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$7,607	$75,753
Percent Difference - School Site and State	N/A	N/A	66.9	-12.8

Fiscal Year 2022-23 Types of Services Funded

Buttonwillow School receives federal funding grants to supplement its core education program. Our school is designated as a School-wide Title I school. Title I funding allows the district to maintain a teacher for the science lab, music, and the library. Additionally, these funds are used to help provide materials for our school-wide Response to Accelleration (RtA) program. 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 III funds are expended on instructional 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. The district receives state funding through the Local Control Funding Formula (LCFF). In addition, the district has received state and Federal COVID Relief funds to offset the impact of the COVID-19 pandemic and acceleration gap. The priorities of all plans are established annually through parent, community, staff, and school board involvement and participation in the development of goals and actions as written in the Local Control and Accountability Plan (LCAP).

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$48,936	$48,481
Mid-Range Teacher Salary	$68,357	$73,129
Highest Teacher Salary	$94,622	$99,406
Average Principal Salary (Elementary)	$131,204	$117,381
Average Principal Salary (Middle)	$0	$128,158
Average Principal Salary (High)	$0	
Superintendent Salary	$156,019	$138,991
Percent of Budget for Teacher Salaries	26.82%	29.34%
Percent of Budget for Administrative Salaries	5.8%	5.99%

Professional Development

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 begins as well as throughout the school year, usually after the school day is complete:

- All teachers will participate in highly focused professional development activities for improved instruction in accordance with the LCAP. These activities are based on student data, input from the DSLT, and teachers through an annual survey.
- 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. This includes the AVID program and areas identified by our California Education Partner's Continuous Improvement Teams.
- 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 Teacher Induction and Support program provided by the Kern County Superintendent of Schools Office.

For the 23-24 School Year, professional development has been focused on returning to the strategies that were effective in moving our students forward prior to the COVID shut-down. This includes: full implementation of the AVID Program, Math Counting Collections; and standards based writing.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	11	20	30