

School Accountability Report Card Reported for School Year 2002-2003

Published During 2003-2004

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

School Information		District Information	
School Name	Buckingham (Elise P.) Charter	District Name	Vacaville Unified
Principal	Bob Hampton	Superintendent	John Aycock
Street	188 Bella Vista Road, Ste. B	Street	751 School St.
City, State, Zip	Vacaville, CA 95687-	City, State, Zip	Vacaville, CA 95688-3945
Phone Number	707-453-7300	Phone Number	707-453-6100
FAX Number	707-453-7303	FAX Number	707-453-6999
Web Site	vacavilleusd.org	Web Site	vacavilleusd.org
E-mail Address	bobh@vacavilleusd.org	E-mail Address	jaycock@vacavilleusd.org
CDS Code	48-70573-4830113	SARC Contact	Linda Ownby

School Description and Mission Statement

Through performance-based educational choices, Buckingham Charter School is committed to producing life-long independent learners who value themselves, contribute to their community and succeed in a changing world.

Opportunities for Parental Involvement

Contact Person Name	Jill Robbins	Contact Person Phone Number	707-469-1226
Parents are active stakeholders in the Buckingham community. They regularly participate in weekly student/instructor meetings, are encouraged to participate in workshops and seminars, network with other parents and provide varied support and assistance to instructional and support staff. Additionally, they organize fundraising and school-wide activities and our Parent Advisory Council President sits on our mid-level team of school-wide management coordinators. Additionally, they organize fundraising and school-wide activities and our Parent Advisory Council President sits on our mid-level team of school-wide management coordinators.			

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	10	Grade 9	158
Grade 1	12	Grade 10	175
Grade 2	12	Grade 11	155
Grade 3	18	Grade 12	138
Grade 4	19	Ungraded Secondary	0
Grade 5	24		
Grade 6	24		
Grade 7	35		
Grade 8	76		
Ungraded Elementary	0	Total Enrollment	856

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	73	8.5	Hispanic or Latino	96	11.2
American Indian or Alaska Native	18	2.1	Pacific Islander	9	1.1
Asian	13	1.5	White (Not Hispanic)	612	71.5
Filipino	24	2.8	Multiple or No Response	11	1.3

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	January, 2003	Date Last Discussed with Staff	May, 2003
Buckingham has implemented a safety program with guidelines mandated by the Vacaville Unified School District. A safety committee has been established comprising of administration, counseling, classified and certificated staff. Buckingham has received numerous school safety awards, commendations, and positive parental feedback through our annual parent survey validating a safe school environment. Our student leadership program supports the health and safety policies of the Vacaville Unified School District, including Drug/Alcohol/Tobacco Free policies. Additionally, we have one full time campus supervisor and custodian to help maintain a positive school climate.			

School Programs and Practices that Promote a Positive Learning Environment

Elise P. Buckingham Charter School (BCS) began as an alternative educational program for students of the Vacaville Unified School District in September of 1992, intended to provide a choice for students other than the traditional comprehensive school or continuation setting. Phenomenally successful in providing strategies to meet learning styles and modalities of individual students, enrollment grew rapidly. The vision of the charter was expressed in five Learner Goals. Our objective is for all student to become: (1) a self-directed learner who can see a job and do it on his/her own, (2) a collaborative worker who can work constructively with others, (3) a complex thinker who can determine how to get from point A to point B, (4) a technology operator who uses technology ethically and productively, (5) a community contributor who will become a productive member of society and (6) a quality producer work of which he/she will be proud. To facilitate students achieving these goals, the charter committed Buckingham to educational choice, to performance-based learning, and using technology to expand and enhance learning opportunities. Supervising teachers design a Personal Learning Plan for each student and choose from the three strands of our instructional program, (A) on-site courses taught primarily in computer-equipped classrooms, (B) community-based curriculum where instruction takes place in the community or field, and (C) career pathways to work which focuses on skills students need to compete economically in the 21st century. All courses meet California State frameworks and Vacaville Unified School District Board adopted standards. To remain compliant with Buckingham's performance-based program, students must meet weekly with their instructional manager on an individualized basis, complete 100% of their assignments, maintain competency levels of 70% or better in all work, and comply with all Buckingham charter school academic and behavioral expectations.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2001	2002	2003	2001	2002	2003
Number of Suspensions	0		0	1795	1698	1388
Rate of Suspensions	0		0	.1185	.1186	.0937
Number of Expulsions	0		0	38	29	58
Rate of Expulsions	0		0	.0025	.0020	.0039

School Facilities

Buckingham is located at 188 Bella Vista Road, Ste. B in Vacaville, California. This site allows us to more realistically fulfill the objectives outlined in our original charter and to reaffirm both our charter renewal and our Digital High School grant application. Our facility provides five classrooms with 26 individualized computer workstations, two classrooms with 3-6 workstations, scanners, printers and other peripherals to support a technology enhanced curriculum. Additionally, we have an Educational Materials Center to adequately support our community-based learning program and teacher resource areas to communicate physically as well as electronically to prepare and service students. A Testing Center was established to service more than 500 high school students. The facilities helped create 65 college-model classes to take place on site and provide 30+ courses and lab opportunities for our students.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested.

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts									
Proficient or Advanced	31	33	37	37	37	38	30	32	35
Not Tested	10	14	3	10	15	2	6	8	1
Mathematics									
Proficient or Advanced		17	17		34	35		31	35
Science									
Proficient or Advanced		24	34		34	27		30	27
History/Social Science									
Proficient or Advanced		26	28		35	31		28	28

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested.

Performance Level	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	White (not Hispanic)
English Language Arts						
Proficient or Advanced	33	33	38	38	28	39
Not Tested	0	8	0	5	5	3
Mathematics						
Proficient or Advanced	25			29	10	16
Science						
Proficient or Advanced	17				26	39
History/Social Science						
Proficient or Advanced	17			18	15	33

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested.

Performance Level	Male	Female	Socioeconomically Disadvantaged		Students With Disabilities	
			Yes	No	Yes	No
English Language Arts						
Proficient or Advanced	35	38		37	7	37
Not Tested	3	3		3	17	2
Mathematics						
Proficient or Advanced	18	15		17	0	17
Science						
Proficient or Advanced	39	29		34		34
History/Social Science						
Proficient or Advanced	35	22		28		29

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	43	49	54	54	53	47	44	45	43
Mathematics	39	38	41	61	60	54	53	55	50

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	White (not Hispanic)
Reading	45	42	58	65	38	57
Mathematics	32	42	25	40	27	45

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	Socioeconomically Disadvantaged		Students With Disabilities	
			Yes	No	Yes	No
Reading	50	58		54	38	54
Mathematics	40	43		41	25	42

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	35.3		27.3	33.0	33.7	32.4	23.1	24.5	21.7
7	42.9	27.3	52.9	29.9	34.6	25.1	27.2	28.9	25.5
9	20.7	22.0	19.5	26.7	29.3	24.1	24.2	22.7	25.7

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	92	89	96	Percent Tested	89	96	94
API Base Score	636	631	651	API Growth Score	627	638	674
Growth Target	8	8	7	Actual Growth	-9	7	23
Statewide Rank	5	5	6				
Similar Schools Rank	1	5	7				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	661	644	664	API Growth Score	640	653	689
Growth Target	6	6	6	Actual Growth	-21	9	25

Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year. The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District			
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	1	0	0
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	5.3	0.0	0.0
Exited Title 1 Program Improvement	No	No	No				
Years Identified for Program Improvement							
California Programs	2001	2002	2003				
Eligible for Governor's Performance Award	No	No	Yes				
Eligible for II/USP	Yes	---	---				
Applied for II/USP Funding	No	---	---				
Received II/USP Funding	No	---	---				

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
All Students	---	---	No	---	---	Yes
African American	---	---	N/A	---	---	Yes
American Indian or Alaska Native	---	---	N/A	---	---	No
Asian	---	---	N/A	---	---	Yes
Filipino	---	---	N/A	---	---	No
Hispanic or Latino	---	---	N/A	---	---	Yes
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	No	---	---	Yes
Socio-economically Disadvantaged	---	---	N/A	---	---	Yes
English Learners	---	---	N/A	---	---	Yes
Students with Disabilities	---	---	N/A	---	---	No

IV. School Completion (Secondary Schools) – not applicable

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

No data is available for this section

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area as reported by CBEDS.

No data is available for this section

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Not applicable.

VI. Teacher and Staff Information

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
Total Teachers	40	49	28
Teachers with Full Credential (full credential and teaching in subject area)	22	18	21
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)	0	0	0
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	18	28	7
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	3	0

Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.

Professional Qualifications of Teachers

The State Board of Education must approve a definition for "highly qualified teacher."

Teacher Evaluations

Teacher evaluations procedures and criteria are clearly defined in the contract between the District and the Vacaville Teacher's Association. All probationary teachers are evaluated annually for the first three years. Tenured teachers are evaluated every two years and at other times as deemed necessary by their evaluators. The California Standards for Teaching Profession (CSTP) are used as the basis for all evaluations. With the mutual consent of the teacher and site administrator, an alternative method of evaluation may be used for a tenured teacher who has had four successful evaluations. The alternate evaluation may include portfolios, peer-to-peer reviews (with the final evaluation conducted by the site administrators), videotaped lessons, or other mutually agreed upon methods. Any alternative method of evaluation must incorporate the CSTP. Copies of the final evaluation are given to the principal and teacher, and sent to the Personnel Office. When a teacher is identified under *needs improvement* a work plan with clear guidelines and expectations, which are to be met by the end of the next evaluation period, is designed. The teacher is also encouraged to volunteer for the Peer Assistance Review (PAR) program which provides a PAR Coach. Any tenured teacher who receives an *unsatisfactory* evaluation in any area of the CSTP is referred to the District PAR program and a detailed improvement plan is designed.

Substitute Teachers

The Vacaville Unified School District (VUSD) is always looking for qualified substitute teachers. The District has relied on waivers for emergency permits in order to fill the demand for substitute teachers. When the State Board of Education approves the definition of a "highly qualified teacher" and requires that all substitutes meet that definition, it will become difficult for the VUSD to hire substitute teachers. Finding qualified substitutes impacts the instructional program; a qualified substitute can provide challenging learning activities in the regular classroom teacher's absence.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Title	FTE
Counselor	1
Librarian	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
1	844.00

VII. Curriculum and Instruction

School Instruction and Leadership

Vacaville Unified School District provides a standards-based instructional program for all students. The District's Scope and Sequence (elementary) and course outlines (secondary) are aligned with the California Content Standards and Frameworks. Standards-based instructional materials and resources have been adopted for all core-content areas, and the last core adoption, language arts, will be implemented during 2002-03.

Additional support for students with special needs is provided through intervention programs and classes, and the use of supplementary instructional materials. Title I specialists, resource specialists, and Miller-Unruh Reading Program specialists provide supplemental small group instruction at the elementary level. Elementary and middle school summer classes and middle school intervention classes provide targeted instruction in language arts and mathematics for students at risk of retention. Summer school classes provide additional instruction for students who have not successfully completed specific courses. Structured English Immersion (elementary and middle school) classes and English Language Development classes (middle and high school) assist English Learners in developing English language proficiency. Supplementary instructional materials used to support students with special needs include: Into English!, Soar to Success, Accelerated Reader, Accelerated Math, Wright Skills Phonics and Word Study Kits, Be A Better Reader, You Can Take Charge! A Study Skills Curriculum, and Access to Math. School and classroom libraries provide resources students can use to complete research projects and high-interest fiction.

The academic progress of all students is monitored at the individual, school and district levels. A new database system supports district and site generation of disaggregated reports for the California STAR. Principals review these results and the results of District and classroom-level assessment with teachers. Individual student results are reported to parents and discussed at parent conferences. Results of the Golden State Exam, SAT, STAR, and California Physical Fitness exam are reported to the Governing Board and community at televised board meetings.

Buckingham offers an educational platform that is based on three strands, on-site instruction using a college model format, Independent Studies, and Career Pathways. Students have the unique opportunity to mix and match platforms to create an individualized learning plan that best suits their learning styles. Buckingham is a performance-based school where students need to maintain 100% completion ratios on all assignments and 70% competency levels on all evaluated work.

Professional Development

Vacaville Unified School District provides Professional Development opportunities for teachers at all stages of their careers. Peer Assistance and Review (PAR), Beginning Teacher Support and Assessment (BTSA), and Title II of the No Child Left Behind Act, are the primary funding sources.

Teachers new to the district are automatically enrolled in PAR. This program provides one-on-one assistance to all teachers for their first two years in the district. For experienced teachers experiencing difficulties, PAR offers the support of outstanding teachers called Consulting Teachers. The Consulting Teachers mentor, counsel, and assist these teachers as much as is needed to help them.

PAR also provides an Induction Program for all new teachers. This includes a four-day workshop prior to the start of school and a series of after school workshops during the year. The Induction training concentrates on issues that new teachers have identified as being important.

BTSA is for new teachers, but only fully credentialed teachers qualify to participate. BTSA is a two-year program of induction. Through a series of after school meetings, peer observations, and release time meetings, new teachers learn about The California Standards for the Teaching Profession. PAR and BTSA work very closely to provide positive assistance for teachers as they enter the teaching profession.

In spring of 2002, VUSD adopted new Standards-based Reading Language Arts Series for both K-6 and 7-8. The SBCP Day on August 28 was used to inservice teachers on the new program. Additional inservicing took place during early August when over 120 K-8 teachers took advantage of weeklong workshops on the new reading language arts series. These summer workshops were funded from the AB 466 grant.

In the area of Reading Instruction, the following district programs are offered: California Professional Development Institutes, K-2 Classroom Literacy Instructional Practices (CLIP), Third Grade Literacy Improvement Training, Jepson Reading Team, and Elementary School Reading Specialist Site Training.

In the area of Writing Instruction, the following workshops are offered: 2nd - 6th Personal Narrative Workshops, 4th -6th Persuasive Writing Workshop, 2nd Friendly letter, 1st and 3rd description, 4th - 6th Grade Summary Writing, and Anchor Paper Selections 1st – 6th.

Other areas of Professional Development include: Accelerated Reader Training, Guided Language Acquisition Design (GLAD) Training, Technology Training, English Language Development Instruction, First Aid and CPR, Cooperative Learning, Family Life Training, Substitute Teacher Training Sessions, Differentiated Instruction, Advancement Via Individual Determination (AVID), and training for Special Education Teachers.

VUSD Staff Development opportunities are driven by a combination of State Content Standards, student achievement data, input from PAR and BTSA, and staff surveys.

Instructional assistants that work with students are invited to attend after school sessions in any subject area that applies to their job requirements. Clerical staff receives technology inservices in areas of their job requirements, such as: attendance programs, library inventories, word processing, and email.

For the past three years, Vacaville Unified used one full SBCP Day for professional development. This has taken place in the fall, before school starts. Other professional development opportunities take place during summer, on release time, after school, evenings, and weekends. Over the past three years, district offered training days has averaged: summer - 14 days; release time – 70 days; after school sessions – 120 days; and, weekend days – 5.

Quality and Currency of Textbooks and Other Instructional Materials

Textbooks and related instructional materials are selected according to State-determined adoption cycles, and their content must be in conformance with State-developed curriculum frameworks/standards. District committees review all State-approved materials and make recommendations to the Board of Education for adoption. Teachers in each curricular department meet on a regular basis to update textbooks and instructional materials.

Textbooks are available for all subjects taught in the core curriculum. Additionally, supplemental material such as magazines, novels, films and tapes are regularly used to enrich classroom instruction. Vacaville Unified School District continues to expand students' ability to access information through the integration of technology (i.e., the Internet).

Instructional Minutes

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	36,000	36,000
1	50,400	50,400
2	50,400	50,400
3	50,400	50,400
4	54,000	54,000
5	54,000	54,000
6	54,000	54,000
7	54,000	54,000
8	54,000	54,000
9	64,800	64,800
10	64,800	64,800
11	64,800	64,800
12	64,800	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days

Total Number of Minimum Days

Buckingham does not provide minimum days for students. Instructional minutes are according to state mandated grade level requirements which are reflected in the Parent Handbook and Master Agreement which each parent/guardian signs during the enrollment process.

VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

The following AP classes are currently offered at Buckingham:

- AP Literature and Composition, 5 students
- AP Language and Composition, 1 student
- AP Statistics, 1 student
- AP Government, 2 students
- Microeconomics 1 student

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Admission - Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission by the total number of students enrolled in all courses.

No data is available for this section

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
126	1	0.8

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ope/research/sat/>.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Grade 12 Enrollment			138			1053	357789	365907	385181
Percent of Grade 12 Enrollment Taking Test			11.60			33.24	36.66	37.26	36.63
Average Verbal Score			471			506	492	490	494
Average Math Score			417			524	516	516	518

College Admission Test Preparation Course Program

Not applicable

Degree to Which Students are Prepared to Enter Workforce

Buckingham offers Work Education Experience program that services over 35 students. Additionally, Buckingham is in the developmental stages of creating a Career Pathways strand that currently offers students the opportunity to be industry standard certified in A+ and Cisco Academy technology.

Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2001-2002 (CDE 101 E-1)*. Data have been aggregated to the district level.

Not applicable for charter school program

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	31,350	3,5278
Mid-Range Teacher Salary	50,003	5,6381
Highest Teacher Salary	67,127	7,2141
Average Principal Salary (Elementary)	85,313	88,747
Average Principal Salary (Middle)	88,014	
Average Principal Salary (High)	89,546	
Superintendent Salary	135,121	145,316
Percent of Budget for Teacher Salaries	44.81	43.30
Percent of Budget for Administrative Salaries	5.21	5.44

Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average.

Detailed information regarding expenditures may be found at the California Department of Education Web site at

<http://www.cde.ca.gov/fiscal/financial/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$88,995,732	\$6,171	\$6,770	\$6,719

Types of Services Funded

Services	Amount
Special Education	\$ 10,572,877
Class Size Reduction Program	\$ 4,130,089
Pupil Services (Counseling, Health Services, Psychologists)	\$ 3,206,429
Home to School Transportation	\$ 2,111,453
Bilingual Program (including Economic Impact Aid)	\$ 427,217
School Based Coordinated Program	\$ 414,781
Reading Specialists	\$ 621,762
Alternative Education (including Opportunity Classes, Independent Study)	\$ 988,101
Gifted and Talented Education	\$ 787,803
Vocational Education	\$ 91,824