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***Data reported within the
SARC is from the 2010-11
school year, unless
otherwise noted.**

www.buckeyeusd.org

Buckeye Union School District

Charter Montessori Blue Oak Campus

2011-2012 School Accountability Report Card

Principal's Message

The Buckeye Union School District has a long history of providing strong curricular and instructional programs. The District has five schools that have been recognized as Distinguished Schools and two of the schools have been recognized as National Blue Ribbon Schools. In response to identified, expressed needs from parents and students, the Buckeye Union School District moved forward in preparing the Montessori Charter petition. The Montessori Charter School is housed at, and included within, the Blue Oak Elementary School site. The program began in the 2004-05 school year by serving Kindergarten students. One grade level per year has been added until in the 2010-11 school year it encompasses grades K-3, serving a total of 146 students. This increasing enrollment, including a second Kindergarten class, is due to increased interest and request for the Montessori program. The Charter Montessori School follows the instructional methodologies, standards, and educational direction established within the Buckeye Union School District respecting the Montessori philosophy and utilizing Montessori materials and learning methodologies. In addition, the program utilizes the Montessori methodology incorporating core sections in Practical Life, Sensorial Materials, Language, Mathematics and Cultural Subjects. All teachers in our Charter Montessori have a Montessori certificate in addition to his/her teaching credential.

The motto at Blue Oak Elementary School is, "Together We Will Build Our Future." At Blue Oak, we want students to acquire the academic skills and knowledge they need to be successful, to learn how to work well with others, and most importantly, to develop a desire to become lifelong learners.

District Mission Statement

It is the mission of the Buckeye Union School District to provide the highest quality educational program for all students so that they fulfill their innate potential, become lifelong learners, and contribute to society as responsible citizens.

District Vision Statement

Working together with families, the community, and a highly-qualified staff, the Buckeye Union School District ensures that each student masters the knowledge and skills needed to maximize his/her academic and personal success in a global society.

School Profile

Charter Montessori is housed on the Blue Oak Elementary School Campus, and is one of six elementary and the two middle schools that make up the Buckeye Union School District. The District was established in 1858 and currently serves the communities of Shingle Springs, Cameron Park and El Dorado Hills in El Dorado County.

During the 2010-11, 146 Kindergarten through third grade students were enrolled at the school, with classes arranged on a traditional schedule.

Contact Information

For further information on Charter Montessori, please contact the principal, Paul Stewart or the assistant principal, Doug Shupe at (916) 933-5149 or (530) 676-0164.

Student Enrollment by Ethnic Group

2010-11	
	Percentage
African American/Black	1.4%
American Indian	-
Asian	3.4%
Filipino	2.7%
Hispanic or Latino	14.4%
Pacific Islander	-
White	74.7%
Two or More	3.4%
None Reported	-

Discipline & Climate for Learning

Students at Charter Montessori are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Blue Oak Charter Montessori focuses on Positive Action Wins Success (P.A.W.S.), which stresses the Core Values of respect, responsibility, kindness, caring, trust and citizenship. Parents and students are informed of school rules and discipline policies through the parent/student handbook and a monthly parent bulletin which is e-mailed and posted on-line. The schools and Parent Teacher Association (PTA) website is kept current, along with Facebook and Twitter pages that display photos and updates on various activities and assemblies.

The suspensions and expulsions table below illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	0	0	0	176	273	187
Suspension Rate	0.0%	0.0%	0.0%	3.5%	5.4%	3.7%
Expulsions	0	0	0	11	7	4
Expulsion Rate	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%

Student Recognition and Achievement

The school recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements in the following ways: Monthly Award Ceremonies for attendance, academics and sportsmanship.

Extracurricular and Enrichment Activities

Students are encouraged to become involved on campus through various programs:

- Peace Patrol
- Blue Oak Video News Club
- Oral Interpretation
- Yearbook Club
- All School Read-In
- Blue Oak Leadership Team (BOLT)
- PTA-sponsored Family Events and Assemblies.
- Recycling Team
- Class Partnerships
- Chorus
- County Spelling Bee
- Grand Greeters

Class Size

In addition to credentialed teachers, students receive assistance in the classroom from parent volunteers. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	09	10	11	09	10	11	09	10	11	09	10	11
By Grade Level												
K	20	21	25	1	-	-	-	1	2	-	-	-
1	-	22	25	-	-	-	-	1	1	-	-	-
2	18	23	23	1	-	-	-	1	1	-	-	-
3	20	21	23	1	-	-	-	1	1	-	-	-
K-3	20	22	24	2	-	-	-	1	2	-	-	-

Enrollment by Grade Level

Charter Montessori Blue Oak offers various incentives through awards and recognition to encourage students in regular attendance. Student absences are followed up first by teacher contact through phone calls and subsequent letters home.

In the event of habitual truancy, students may be referred to the District's Student Attendance Review Board (SARB). SARB is only utilized in cases of persistent absence and behavioral issues at school, and when other avenues of prevention are ineffective. The table illustrates the enrollment trend by grade level for the past three school years.

	Enrollment Trend by Grade Level		
	2008-09	2009-10	2010-11
K	30	36	50
1st	20	33	39
2nd	28	24	34
3rd	21	21	23

Parent Involvement

Charter Montessori realizes the positive correlation between parent involvement and successful students. For this reason, the school continually searches for avenues to involve parents and the community to participate in the education of our students. The school greatly benefits from its supportive parents who participate in the following ways: Parent Teacher Association (PTA), Yearbook Committee, Masterplan Committee, Steering Committee, School Advisory Committee and Budget Committee.

The school benefits from several community partnerships, including Intel Corporation's PC Pals and volunteers; Great Day of Service and the Eagle Scouts who also complete various upgrade maintenance projects around campus. The school relies on partnerships with the Cameron Park Fire Department and the El Dorado County Sheriff's Department.

Instructional Time (Includes Minimum Days)

For the 2010-11 school year, Charter Montessori offered 180 days of instruction, comprised of 172 regular days. The additional eight minimum days were utilized for staff development and enrichment. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

	Instructional Minutes By Grade Level	
	Minutes Required	Actual Minutes
K	36,000	36,135
1st	50,400	51,975
2nd	50,400	51,975
3rd	50,400	51,975

Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the District and individual school sites to administrators, teachers, and classified staff. The District offers three staff development days annually, where staff members are offered growth opportunities in curriculum, teaching strategies, and methodologies.

The 2011-12 staff development focus includes: Differentiated Instruction to meet the needs of a variety of learners in the classroom, Use of technology in the classroom, Review of data related to state and District level assessments, Areas of focus related to specific duties according to grade level and subject area, and other topics as they arise as an area of need based on site goals for the school year.

Staff is offered support through the Peer Assistance Review (PAR) program and new educators can find mentors through the Beginning Teacher Support Association (BTSA).

Teacher Assignment

Buckeye Union School District recruits and employs the most qualified credentialed teachers. For the 2010-11 school year, Charter Montessori had six fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	5	5	6	215
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	6

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2011-12 school year, the most current data are reported.

Misassignments/Vacancies			
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	100.0%	0.0%

Curriculum Development

All curriculum development in the Buckeye Union School District is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Curriculum Committees, in conjunction with the School Advisory Committee to align with the state standards, District goals, and the statewide assessment program. An overview of the curriculum adopted, by subject:

Language Arts

We use a balanced literacy approach to teach the communication skills of listening, speaking, reading, and writing. Students learn to read through direct instruction and step-by-step strategies.

Math

Our goal is to provide a balanced curriculum, which includes basic skills instruction and understanding of mathematical concepts.

Science

The science curriculum is based on our goal of providing a hands-on learning approach in conjunction with teaching the scientific process.

Social Studies/History

Our goal is to make history and social studies come alive for students in grades 4-5 through the use of projects, field trips, and guest speakers.

Health

Health is taught by the classroom teacher. The District has adopted the Positive Action program. This curriculum focuses on teaching students life skills and a positive self-concept.

Visual and Performing Arts

The classroom music program is taught by the classroom teacher. Components of the music program are listening, appreciation, music concepts, movement, and playing rhythm instruments.

Physical Education

P.E. specialists and classroom teachers provide a well-defined curriculum in grades 1-5 with focus on developing motor skills, movement exploration, and the introduction of team sports.

Counseling & Support Staff

It is the goal of Charter Montessori to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. *The counselor to pupil ratio is 1:146.* The table lists the support service personnel available at Charter Montessori.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	0.4
Health Clerk	1	0.6
Library Associate	1	0.8
Nurse	1	0.2
Psychologist	1	0.2
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	1.0
SDC Aide	1	1.0
Special Day Class (SDC) Teacher	2	2.0
Speech/Language Specialist	1	1.0

Special Education Classes

Resource Specialist Program (RSP) - 2 classes

Special Day Class (SDC) - 2 classes

Special Education

The needs of special education students are met by the special education teacher and the classroom teacher. Special education students are served through a variety of approaches including assistance by special education staff in the regular classroom or through pullout services. Special education teachers are assisted by instructional aides.

Special education staff meets once a month with each of his/her students' classroom teachers to update and share information to maximize the achievement of the students identified with special learning needs.

Gifted and Talented Education (GATE)

Teachers have been trained to differentiate their curriculum to challenge GATE students on a frequent basis. Differentiated Learning Plans (DLP) are written in conjunction with the teacher, parent, and student to assure educational and academic needs of our high achievers are being met. Supplementary opportunities occur throughout the school year both during and after school to provide students with experiences beyond the classroom in art, science, and oral interpretation. One teacher serves as our site GATE liaison and provides GATE students an opportunity to meet regularly after school and participate in a variety of enrichment activities.

English Language Learners

All of our classroom teachers are certified to teach students whose first language is not English. We also have an EL tutor who comes in a few days a week to work specifically on research-based strategies with those English Learners to ensure we are meeting all of their needs. Blue Oak Elementary School's EL liaison meets with each teacher to offer support and resources.

Instructional Materials

Buckeye Union School District held a public hearing on the seventh of September 2011, and determined that each school within the District had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English Language Learners (ELL), are provided their own individual standards-aligned textbooks or instructional materials, or both, in core subjects as well as foreign language for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District office prior to adoption. The table displays information collected in October 2011 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-3	English/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-3	History/Social Studies	Harcourt School Publishers	2007	Yes	0.0%
K-3	Mathematics	Houghton Mifflin	2009	Yes	0.0%
K-3	Science	Pearson Scott Foresman	2008	Yes	0.0%

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of El Dorado Hills and Cameron Park, which contain numerous computer workstations.

Library Information

The school's library, staffed by a part-time library assistant, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library once a week with their classes and are encouraged to visit before and after school. Six computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Computer Resources

All classrooms have at least three computers that are connected to the Internet. Blue Oak Elementary School also has a computer lab with 35 computers. Computer skills and concepts are integrated throughout standard curriculum, preparing students for technological growth and other opportunity. Students have been trained in the following programs: Accelerated Reader, Lexia, Skills Tutor, Browse Kids, Enchanted Learning, Education City, RAZ Kids, and Keyboarding.

Data Sources

Data within the SARC was provided by Buckeye Union School District, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website. Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and Districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school Districts and schools.

California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/ language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	62	53	59	75	76	77	49	52	54
Mathematics	93	77	72	74	76	74	46	48	50
Science	*	*	*	79	83	83	50	54	57
History/Social Science	*	*	*	67	72	73	41	44	48

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)

Subgroups

Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	77	74	83	73
School	59	72	*	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
White	55	72	*	*
Males	48	66	*	*
Females	72	79	*	*
Socioeconomically Disadvantaged	45	55	*	*
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Federal Intervention Program

Schools and Districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and Districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2011-12)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to achieve.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories from 1 (lowest) to 10 (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 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's statewide and similar schools' API ranks and API point changes by student group. The second table displays, by student group, the 2011 Growth API at the school, District, and state level.

API School Results			
	2008	2009	2010
Statewide	9	8	7
Similar Schools	N/A	-	-
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	5	-25	-14

Growth API						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	52	826	3,543	891	4,683,676	778
White	38	811	2,573	891	1,258,831	845
Socioeconomically Disadvantaged	11	740	489	789	2,731,843	726

Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/Language Arts (ELA) by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and Districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their District) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and District performance are displayed in the table.

Adequate Yearly Progress (AYP)				
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Safe School Plan

The school provides a safe, clean environment for students, staff, and volunteers. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, and disaster drills are held regularly throughout the school. The School Site Safety Plan was last reviewed and updated in October 2011 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Charter Montessori Blue Oak Campus participates in the October Annual Safety Day, the Annual Great Shake Up earthquake drill, and various fire drills. Students are supervised before and after school by certificated staff and yard duties supervise students during lunch and recess. There is a designated area for student drop off and pick up in front of the school. Visitors must sign-in and wear a badge on campus, and all volunteers must be fingerprinted.



School Facilities

The Buckeye Union School District is proud of the facilities that are provided for students and families. Each year parent surveys indicate that they are pleased with the condition of the schools. In the most recent parent survey, 97.5% of parents indicated that the District schools were clean and well-maintained.

Charter Montessori is located on the Blue Oak Elementary school campus, was originally constructed in 1988 and is comprised of 12 classrooms, 18 portables, one multipurpose room, one library, one computer lab, and two playgrounds. Recent remodeling included library renovation, extension of the computer lab, and addition of two staff restrooms. In summer 2010, the portables received new linoleum and carpet. In fall 2010 the new sports field was completed. While reviewing this report, please note that even minor discrepancies are reported in the facility inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 05/12/2011				
Overall Summary of School Facility Conditions: Good*				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			MP Room - VCT underlayment starting to break down, tile is beginning to buckle but still securely adhered.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)		X		MP Room - Outdoor hardcourts and field recently renovated. Kindergarten - Playground retaining wall falling. Were replaced this summer.

***Good rating: The school is maintained in good repair with a few non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.**

Cleaning Process

The principal works daily with the custodial staff of nine (one full-time head custodian, one grounds keeper, four day full-time, one night full-time, and two part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District governing board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure that efficient service and highest priority are given to emergency repairs.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. In 2011-12, the District did not allocate additional funds towards the deferred maintenance budget as allowed per statute revisions made by the state legislature at the beginning of the 2009-10 fiscal year. During the 2011-12 school year, the District's governing board approved deferred maintenance projects for the school, including repair of dry rot on siding for portable buildings 23 and 25, and seal coating of asphalt.

School Site Teacher Salaries

The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and state (based on fiscal year 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	\$50,631
District	\$62,913
Percentage of Variation	-19.53%
School & State	
All Elementary School Districts	\$65,524
Percentage of Variation	-22.73%

Teacher & Administrative Salaries

The table displays District salaries for teachers, principals, and superintendents, and compares these figures to the state averages for Districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the state averages for Districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2009-10		
	District	State
Beginning Teachers	\$39,015	\$41,183
Mid-Range Teachers	\$58,930	\$63,647
Highest Teachers	\$78,196	\$80,955
Elementary School Principals	\$97,646	\$102,400
Middle School Principals	\$101,508	\$106,158
High School Principals	-	\$124,133
Superintendent	\$143,617	\$151,742
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.6%	41.5%
Administrative Salaries	5.9%	6.2%

District Expenditures

The expenditures per pupil data is based on 2009-10 fiscal year audited financial statements. The table reflects the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other Districts state-wide.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,665
From Restricted Sources	\$598
From Unrestricted Sources	\$4,067
District	
From Unrestricted Sources	\$5,313
Percentage of Variation between School & District	-23.45%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-25.44%

District Revenue Sources

In addition to general state funding, Buckeye Union School District receives state and federal funding for the following categorical funds and other support programs:

- Special Education
- Economic Impact Aid
- Title I
- Title II
- Title III
- Home to School Transportation
- English Language Acquisition Program
- Lottery
- K-3 Class Size Reduction

