

Buckeye Union School District

Camerado Springs Middle School

2011-2012 School Accountability Report Card



**Meg Enns,
Principal**

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

www.buckeyeusd.org

Principal's Message

At Camerado we have high expectations for student achievement. We are committed to providing students with a solid academic background in a safe and supportive environment. We challenge students through an academic curriculum that requires them to apply skills and knowledge to meet district standards. Our intent is to build an academic foundation that will allow students to be successful in high school and beyond.

We are continuing to develop a comprehensive assessment and accountability plan. This enables us to determine the progress of our students and guide our school in the continuing development of a curriculum that meets the changing needs of our students. The information received from this assessment, in addition to letter grades from report cards, are relayed to students and parents each trimester. This informs them of the progress being made by the student in subject areas and helps teachers identify specific skills or knowledge that require greater attention.

Students in the middle grades need to become increasingly responsible and independent as they prepare for high school. We help students develop responsibility by providing binder reminders and online grades accessible to students and parents so that students can track their own academic progress. We recognize students for responsible citizenship and academic achievement. When students are not acting responsibly, the student, parent and teachers meet to clarify the situation and develop a plan to assist the student.

While we emphasize academics, we understand that early adolescence is a time of change, and students need guidance and support to succeed. During the middle grades, students need to feel included, welcomed, safe, and secure at school. We have a consistent and well-communicated discipline plan and a reward program in place for students who exhibit good behavior.

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

Camerado Springs Middle School is one of two middle schools and six elementary schools, including a Charter Montessori located on the Blue Oak campus, in 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 school year, 639 sixth through eighth grade students were enrolled at the school, with classes arranged on a traditional schedule.

Student Enrollment by Ethnic Group

2010-11	
	Percentage
African American/Black	0.6%
American Indian	0.6%
Asian	2.2%
Filipino	0.8%
Hispanic or Latino	12.4%
Pacific Islander	0.3%
White	79.2%
Two or More	3.9%
None Reported	-

Discipline & Climate for Learning

Students at Camerado Springs Middle are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Camerado Springs Middle School's discipline program is to encourage appropriate decisions through a progressive discipline program based on a merit system. Students begin the year with 100 merits, can lose merits for bad behavior and are rewarded for retaining their merits.

Parents and students are informed of school rules and discipline policies through the parent/student handbook which is sent home at the beginning of the school year, and requires parent review and signature. Parent meetings, monthly bulletins, and the school website keep families up-to-date in regard to the campus expectations of students.

The suspensions and expulsions table 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	51	81	95	176	273	187
Suspension Rate	7.3%	12.6%	14.9%	3.5%	5.4%	3.7%
Expulsions	10	5	4	11	7	4
Expulsion Rate	1.4%	0.8%	0.6%	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: Trimester Award Assemblies for academics, citizenship and sportsmanship; 100 Merit Lunch; Good Behavior activity days; and Wildcat Recognition Certificates.

Extracurricular and Enrichment Activities

Students are encouraged to become involved on campus through various programs, including sports such as cross-country, boys and girls volleyball, basketball, wrestling, track; Pep Squad; Chess Club; and Jazz Band.

Tutoring

Camerado Springs Middle offers a weekly homework club for students to receive extra help. A solutions program services students needing remediation, and beginning in the 2010-11 school year, remediation classes were offered on campus.

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 Subject Area												
English	28	31	28	1	1	3	24	13	14	-	10	5
Mathematics	26	27	28	5	-	5	17	20	7	5	3	10
Science	29	30	32	1	-	1	22	21	14	1	3	6
Social Science	29	31	32	-	-	-	24	10	8	-	13	12

Enrollment by Grade Level

Camerado Springs Middle 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.

This 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
6th	225	186	217
7th	234	226	185
8th	238	230	237

Instructional Time (Includes Minimum Days)

For the 2010-11 school year, Camerado Springs Middle School offered 180 days of instruction, comprised of 172 regular days. The additional eight minimum days were utilized for staff development and parent/teacher conferences. 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
6th	54,000	57,552
7th	54,000	57,552
8th	54,000	57,552

Parent Involvement

Camerado Springs Middle School realizes the positive correlation between parent involvement and student success. 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 serve as volunteers on the School Advisory Committee and are a part of the Parent Teacher Organization (PTO). The school also benefits from several community partnerships including Boys and Girls Club of America, Intel Corporation's PC Pals program, and Big Brothers and Big Sisters.

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, Camerado Springs Middle had 29 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	32	31	29	215
Without Full Credentials	0	0	0	0
Working Outside Subject	0	1	2	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.

Students are selected to participate in a school-within-school model called the Academic Academy, designed to provide more specialized instruction of grade level standards and reach the needs of all students. An overview of the curriculum adopted, by subject:

Language Arts

The literature based reading program emphasizes reading, writing, speaking, and listening skills.

Math

Advanced sixth graders are offered the opportunity to take a pre-algebra class. Advanced seventh graders are offered algebra and advanced eighth graders are offered geometry for high school credit. All other eighth graders take Algebra.

Science

The emphasis is on scientific experiments and hands-on activities.

Social Studies/History

A multimedia approach with extensive enrichment activities is used to make history meaningful.

Physical Education & Health

Through the P.E. program, students increase their physical fitness and wellness, develop motor skills, participate cooperatively in groups, and increase self-esteem. An after-school sports program is available for all students.

Health - Health is taught in science and enrichment classes. The district has adopted Positive Action, a substance abuse/healthy living education program, as part of the health curriculum.

Visual and Performing Arts

Camerado Springs Middle School offers advanced and concert bands (6-8). Art projects are integrated into most classes and art is offered as an elective to seventh and eighth graders. Art classes are included in exploratory offerings in 6th grade. A dance unit is taught as part of the P.E. program (6-8). Woodshop is also available to students.

Counseling & Support Staff

It is the goal of Camerado Springs Middle 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 1:639.* The table lists the support service personnel available at Camerado Springs Middle.

	Counseling & Support Services Staff	
	Number of Staff	Full Time Equivalent
Counselor	1	0.8
English Learner (EL) Support Teacher	1	0.5
Health Clerk	1	0.5
Librarian	1	0.8
Nurse	1	0.1
Psychologist	1	0.4
Resource Specialist Program (RSP) Teacher	2	2.0
SDC & RSP Aide	2	1.0
Special Day Class (SDC) Teacher	2	1.5
Speech Therapist	1	0.4
Technology Teacher	1	1.0

Gifted and Talented Education (GATE)

The district GATE coordinator creates an individualized academic plan for each student recognized. Extracurricular activities and field trips are planned throughout the year.

English Language Learners

Students are supported through differentiated instruction in the classroom.

Special Education

A Resource Specialist Program (RSP), Special Day Class program (SDC), and Speech/Language program are available on site to serve special education students. The RSP teachers and aides work with students to meet their individual needs in regular classrooms and/or through pullout services. SDC students receive services in a self-contained classroom for at least 50% of their day. Students are mainstreamed in classes in which they can be successful and may receive additional services in these classes.

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
6th-8th	English/ Language Arts	McDougal Littell	2009	Yes	0.0%
8th	Foreign Language	Pearson/ Prentice Hall	2004	Yes	0.0%
8th	History/Social Studies	Glencoe/ McGraw Hill	2006	Yes	0.0%
6th-7th	History/Social Studies	Pearson/ Prentice Hall	2006	Yes	0.0%
6th-8th	Mathematics	Holt, Rinehart & Winston	2008	Yes	0.0%
8th	Mathematics	McDougal Littell	2001	Yes	0.0%
6th-8th	Science	Pearson/ Prentice Hall	2006	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 librarian four days a week from 7-3:30 p.m, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library with their classes and are encouraged to visit before and after school and during their lunch periods on the days it is open. Ten computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Computer Resources

Classrooms have at least four computers that are connected to the Internet. Camerado Springs Middle School also has two computer labs with 35 computers in each. The computer labs are staffed by the technology teacher and teachers visiting with their class. 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: keyboarding, Skills Tutor, Microsoft PowerPoint, Excel, Access, Word and Publisher.

Physical Fitness

In the spring of each year, Camerado Springs Middle School is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ). The table shows the percent of students who met the fitness standards.

Percentage of Students in Healthy Fitness Zone			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	14.6%	29.2%	39.3%

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

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	66	70	73	75	76	77	49	52	54
Mathematics	52	59	54	74	76	74	46	48	50
Science	76	77	79	79	83	83	50	54	57
History/Social Science	59	70	67	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	73	54	79	67
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	77	69	*	*
Filipino	*	*	*	*
Hispanic or Latino	63	52	59	50
Pacific Islander	*	*	*	*
White	76	55	83	71
Males	68	56	79	68
Females	79	52	79	65
Socioeconomically Disadvantaged	55	33	51	31
English Learners	*	*	*	*
Students with Disabilities	43	34	*	*
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%

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.

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.

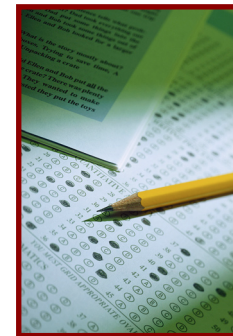
Statewide Rank: Schools receiving an API Base score are ranked in ten categories from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

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	8	8	8
Similar Schools	2	2	5
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	14	19	1
White			
Actual API Change	9	28	-6
Socioeconomically Disadvantaged			
Actual API Change	-	-	12

	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	610	846	3,543	891	4,683,676	778
Asian	12	906	235	969	398,869	898
Hispanic or Latino	71	812	399	846	2,406,749	729
White	490	856	2,573	891	1,258,831	845
Two or More Races	23	757	209	896	76,766	836
Socioeconomically Disadvantaged	110	740	489	789	2,731,843	726
English Learners	16	721	134	825	1,521,844	707
Students with Disabilities	73	661	510	751	521,815	595



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.

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

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Camerado Springs Middle at (530) 677-1658. For more information on the Buckeye School District, contact the Superintendent, Dr. David Roth, or the Assistant Superintendent, Gabrielle Marchini, at (530) 677-2261 or (916) 985-2183.

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.

Camerado Springs Middle School was originally constructed in 1976 and is comprised of 40 permanent classrooms, 12 portables, one gym, one multipurpose room, one library, one staff lounge, two computer labs, three blacktop areas, and one sports field. Full modernization of the campus was completed in 2008. Through Measure K all classrooms were equipped with Promethean boards, the science labs were updated and evening lighting was installed throughout campus. Summer 2010 brought the completion of renovation to the sports field, basketball courts and blacktop. 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: 04/12/2011				
Overall Summary of School Facility Conditions: Exemplary*				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			Portables 20-25 - Room 25 needs painting (will occur this summer).
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			Building A - Adjust drinking fountain pressure (down) outside boys restroom. Building C - Cleaning around sinks in room 11 could be improved. MP Room - Tighten faucet boys restrooms. Gym - Tighten faucets in both boys and girls restrooms.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

***Exemplary Rating: The school meets or exceeds most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.**

Cleaning Process

The principal works daily with the custodial staff of five (four full-time and one 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 seal coating of asphalt. Asphalt patch paving and restriping were completed during the 2010-11 year.

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 the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Students are supervised during break periods, before-and- after school by certificated staff, and yard duties supervise students during lunch. There is a designated area for student drop off and pick up. Visitors are welcome, and asked to check-in and receive a pass in the main office.

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.

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	\$65,185
District	\$62,913
Percentage of Variation	3.61%
School & State	
All Elementary School Districts	\$65,524
Percentage of Variation	-0.52%

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	\$7,630
From Restricted Sources	\$1,824
From Unrestricted Sources	\$5,806
District	
From Unrestricted Sources	\$5,313
Percentage of Variation between School & District	9.28%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	6.43%

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

