

Buckeye Union School District

William Brooks Elementary School

2011-2012 School Accountability Report Card



**Kathi Jensen,
Principal**

**School Address:
3610 Park Drive
El Dorado Hills, CA
95762-4544**

**(530) 677-2875
(916) 933-6618**



**Dr. David Roth,
Superintendent**

**District Address:
4560 Buckeye Road
Shingle Springs, CA
95682-0547**

**(530) 677-2261
(916) 985-2183**

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

www.buckeyeusd.org

Principal's Message

At William Brooks School (K-5), we provide a strong academic program, which challenges and supports student learning. We encourage students to develop leadership skills and responsibility, to seek lifelong learning, to cooperate with others, and to provide community service. Students are also encouraged to actively participate in school activities such as cross-country, clubs, Talent Show, band, and choir. School attendance is promoted through regular spirit days, Red Ribbon Week activities, and annual curriculum-based special events in all grade levels.

We are proud of the educational program at William Brooks because it is working well for students and their families. Our beautiful new computer lab, the latest technology in all of our classrooms, and our new reading intervention program "BEAR Tracks" are some of what supports our solid educational program. A primary reason for our success is the high degree of parent involvement and support. Many parents donate their time and resources each day. The Parent Teacher Association (P.T.A.) is very active in planning and carrying out events, enrichment activities, and fund raising. P.T.A. support has supplemented the school site budget by providing funds for classroom materials, P.E. equipment, library books, and assemblies. Parents serving on the Parent Advisory Committee are actively involved with staff in reviewing curriculum and recommending improvement actions for the school program. Parent participation and support is a strength and asset to our school.

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

William Brooks Elementary School is one of six elementary schools, including a Charter Montessori located on the Blue Oak campus, and two middle schools 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, 513 Kindergarten through fifth grade students were enrolled at the school, with classes arranged on a traditional schedule.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the William Brooks Elementary at (916) 933-6618.

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.

Student Enrollment by Ethnic Group

2010-11	
	Percentage
African American/Black	0.6%
American Indian	0.2%
Asian	4.3%
Filipino	1.2%
Hispanic or Latino	11.1%
Pacific Islander	-
White	75.0%
Two or More	7.6%
None Reported	-

Discipline & Climate for Learning

Students at William Brooks Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of William Brooks Elementary's discipline program is to encourage each child to make appropriate choices through positive reinforcement from teachers and staff. Parents and students are informed of school rules and discipline policies through the Parent/Student Handbook, available on school's website, as well as in hardcopy. Teachers use supplementary e-mails, newsletters and Back-to-School Night to inform parents of individual classroom rules.

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	3	13	8	176	273	187
Suspension Rate	0.6%	2.7%	1.6%	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:

- Weekly drawings for attendance/behavior awards
- Trimester award assemblies for the upper grades; students themselves vote for the individuals most deserving of recognition.
- Recognition of good behavior with Bear Paws
- Students in the upper grades with a grade point average of 3.5 and above receive the Golden Bear Achievement Award.

Extracurricular and Enrichment Activities

Students are encouraged to become involved on campus through various programs: School Newspaper; Chess Club; Choral and Instrumental Music; Talent Show; Sports; Informal Drama Productions; Annual Art Show; Science Field Trips; Cross-Country Running (3rd-5th); Coloma Outdoor Discovery School (4th); Redwood Alliance Outdoor Education Program (5th).

Enrollment by Grade Level

William Brooks Elementary 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
K	88	70	93
1st	93	80	82
2nd	78	99	81
3rd	84	79	93
4th	77	83	78
5th	87	77	86

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:								
	09	10	11	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	23	23	4	2	-	-	2	3	-	-	-
1	20	20	24	4	4	-	-	-	2	-	-	-
2	19	21	24	4	2	-	-	2	3	-	-	-
3	21	21	23	2	2	-	2	1	3	-	-	-
4	32	32	31	-	-	-	2	2	2	-	-	-
5	32	21	32	-	-	-	2	1	1	-	-	-
K-3	20	21	24	1	-	-	-	1	2	-	-	-
4-8	30	30	34	-	-	-	2	1	-	-	-	1

Instructional Time

For the 2010-11 school year, William Brooks Elementary 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
K	36,000	36,135
1st	50,400	51,975
2nd	50,400	51,975
3rd	50,400	51,975
4th	54,000	54,000
5th	54,000	54,000

Parent Involvement

William Brooks Elementary greatly benefits from its supportive parents who volunteer in the PTA, Garden of Learning Club, and also offer tutoring and classroom help. The school benefits from several community partnerships, including PC Pals, a pen-pal program run by the Intel Corporation, and the local Rotary who sponsors the Student of the Year award.

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 Elementary recruits and employs the most qualified credentialed teachers. For the 2010-11 school year, William Brooks Elementary had 26 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	26	23	26	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.

The following is an overview of the curriculum adopted, by subject:

Language Arts

The district uses a balanced literacy approach to teach the skills of listening, speaking, reading, and writing.

Math

Students review math concepts and skills with "daily tune-ups." Supplemental materials are used to meet math standards and skills, such as DMI, Mountain Math, and an Individualized Math Program.

Science

Staff members have assembled science resource boxes to be shared among classrooms. We also have an outdoor Life Lab garden.

Social Studies/History

Social studies and history is supplemented with projects, activities, and field trips. Curriculum materials are designed to help students recognize the connection between the past and the present.

Visual and Performing Arts Curriculum

Instrumental music instruction is available beginning in the fourth grade.

Physical Education

A physical education specialist provides P.E. instruction twice a week for 1st-5th grade students.

Health

The district has adopted a substance abuse and character education program called Positive Action.

Counseling & Support Staff

It is the goal of William Brooks Elementary 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 1:488.* The table lists the support service personnel available at the school.

	Number of Staff	Full Time Equivalent
Academic Counselor	1	0.4
District Nurse	1	0.2
Health Clerk	1	0.4
Library Associate	1	0.75
Psychologist	1	0.2
Resource Specialist	1	1.0
Special Day Class (SDC) Teacher	1	1.0
Speech/Language Specialist	1	0.8

Gifted and Talented Education (GATE)

Teachers have been trained to differentiate their curriculum to challenge GATE students. We have had supplementary opportunities occur throughout the school year to provide students with experiences beyond the classroom in art, chess club, science, and oral interpretation.

English Language Learners

The school offers English Language Learner (ELL) students the assistance they need through tutoring during the school year with small group instruction.

Special Education

The school provides special education services through a Special Day Class (SDC) Learning Center. Programs and services designed to meet the student's needs are identified in the Individualized Education Plan (IEP). The Resource Specialist serves students with special needs who are able to function in the regular classroom for the majority of the day.

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-5	English/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-3	History/Social Studies	Harcourt School Publishers	2007	Yes	0.0%
4th-5th	History/Social Studies	Scott Foresman	2006	Yes	0.0%
K-5	Mathematics	Houghton Mifflin	2009	Yes	0.0%
K-5	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 & Computer Resources

The school's library, staffed by a part-time library associate, is supported by parent volunteers. Students visit the library on a weekly basis with their classes. Research projects are completed which integrate information literacy with technology standards.

All classrooms have at least four computers that are connected to the Internet. William Brooks Elementary School also has one computer lab with 32 computers. Computer skills and concepts are integrated throughout standard curriculum, preparing students for technological growth and opportunity. Students have been trained in the following programs: Accelerated Reader, KidPix, Skills Tutor, Mavis Beacon, Microsoft Word, Rosetta Stone, Math Facts in a Flash and Education City.

Physical Fitness

In the spring of each year, William Brooks Elementary School is required by the state to administer a physical fitness test to all students in grade five. 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).

Percentage of Students in Healthy Fitness Zone			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.9%	20.2%	63.1%

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

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.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	79	77	78	75	76	77	49	52	54
Mathematics	84	85	83	74	76	74	46	48	50
Science	81	87	86	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.

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)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	77	74	83	73
School	78	83	86	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	79	93	*	*
Filipino	*	*	*	*
Hispanic or Latino	73	70	*	*
Pacific Islander	*	*	*	*
White	80	85	85	*
Males	75	84	88	*
Females	81	82	85	*
Socioeconomically Disadvantaged	57	61	*	*
English Learners	63	68	*	*
Students with Disabilities	58	64	*	*
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
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	10	10	9
Similar Schools	8	6	5
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	11	-3	6
White			
Actual API Change	8	3	-

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	326	910	3,543	891	4,683,676	778
Asian	12	961	235	969	398,869	898
Hispanic or Latino	29	885	399	846	2,406,749	729
White	256	914	2,573	891	1,258,831	845
Two or More Races	22	878	209	896	76,766	836
Socioeconomically Disadvantaged	42	815	489	789	2,731,843	726
English Learners	19	850	134	825	1,521,844	707
Students with Disabilities	46	833	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.

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

School Safety Plan

Safety of students and staff is a primary concern of William Brooks Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in October 2011 by the School Safety Committee.

The plan addresses the following:

- ingress/egress of pupils
- fire/earthquake/other evacuation procedures
- emotional safety through bullying prevention

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. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held as needed. Students are supervised before, after school, during lunch and break periods, by assigned yard duties and teachers. There is a designated area for student drop off and pick up. Visitors must sign-in and receive a pass before entering campus.

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.

William Brooks Elementary School was originally constructed in 1969 and is comprised of 25 permanent classrooms, one gymnasium, one library, one staff lounge, one computer lab, and two playgrounds, as the Kindergarten classes have their own. In 2009, Measure K allowed for extensive remodeling, resulting in: a new computer lab, Kindergarten complex, a wing of six classrooms, Promethean Boards in each classroom, added kitchen and updates to the gym. 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: 06/22/2011				
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			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			Building C - Boys restroom middle urinal flush valve loose and leaking. Building E - Girls restroom faucet not working (needs batteries) (remedied); boys restroom faucet not working (parts in order) (remedied). MP Room - Girls restroom (handicap stall) needs door adjusted (remedied).
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

***Exemplary Rating: The school meets 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

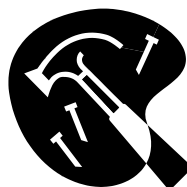
The principal works daily with a staff of two full-time and four part-time custodians to ensure a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

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 2010-11 school year, asphalt patch paving, seal coating, and restriping were completed. Also, replacement of damaged curb in parking lot and installation of storm water drain in parking lot were completed in 2010-11. No deferred maintenance projects are scheduled for the 2011-12 school year.



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	\$63,731
District	\$62,913
Percentage of Variation	1.30%
School & State	
All Elementary School Districts	\$65,524
Percentage of Variation	-2.74%

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.

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

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%

Expenditures per Pupil

School	
Total Expenditures Per Pupil	\$7,128
From Restricted Sources	\$1,612
From Unrestricted Sources	\$5,516
District	
From Unrestricted Sources	\$5,313
Percentage of Variation between School & District	3.82%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	1.12%

