

Buckeye Union School District

Buckeye Elementary School

2011-2012 School Accountability Report Card



**Deedra Devine,
Principal**

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Shingle Springs, CA
95682**

**(530) 677-2277
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**Dr. David Roth,
Superintendent**

**District Address:
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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

Buckeye Elementary School, a 2010 California Distinguished School and home of the Bobcats, is over 50 years old in a district that recently celebrated its 150th anniversary. Built in a wide open oak woodland, our campus is beautiful and inviting. For many years Buckeye School was the only school in a one-school district. Located in Shingle Springs, a rural part of the gold country, our school is rich in history and is the heart of our community. Although we are the oldest school in our community, we have consistently maintained a commitment to innovative instruction and excellence in education.

A recently passed general obligation bond has provided our school with the latest in educational technology that inspires our staff and engages our students. We are particularly proud of a full computer lab, internet connected student computers in each classroom, teacher laptop computers, document cameras, and Promethean interactive boards in every classroom. We have had extensive professional development on the use of technology to enhance student learning. All of this adds to an exciting learning and teaching environment.

Our school demographics reflect the rural community that is truly Buckeye. We provide a wide variety of programs that support the different needs of our students. Buckeye Elementary has a significant socioeconomically disadvantaged population and Title I program. Our site houses the district's food service facility and our new breakfast program is popular with many Buckeye students. Bobcat RAP (our signature intervention program) provides all students with differentiated instruction in the area of reading. These programs were added to address our student's needs and readiness for 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

Buckeye 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, 454 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 Buckeye Elementary at (530) 677-2277.

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	0.2%
American Indian	1.3%
Asian	0.9%
Filipino	-
Hispanic or Latino	19.4%
Pacific Islander	0.2%
White	71.8%
Two or More	6.2%
None Reported	-

Discipline & Climate for Learning

Students at Buckeye Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Buckeye Elementary School's discipline program is to encourage appropriate choices through expectations, providing a matrix of expected behavior from each student. Parents and students are informed of school rules and discipline policies through the parent/student handbook, monthly school newsletter, message time at Back-to-School Night, individual classroom teachers, and the School Site Council.

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	19	10	9	176	273	187
Suspension Rate	4.2%	2.2%	2.0%	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: "Caught-yas" - good behavior awards, "Dogtag" charm bracelets, and Bobcat Pawprint Prizes.

Extracurricular and Enrichment Activities

Students are encouraged to become involved on campus through various programs: Cross-Country, PAWS (Conflict Managers), Spelling Bee, Oral Interpretation, Variety Show and Band.

Tutoring

Credentialed teachers work with individuals recognized as in need of extra help during the school day.

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	17	19	25	4	3	-	-	1	2	-	-	-
1	19	23	25	3	-	-	-	3	3	-	-	-
2	19	22	25	3	1	-	-	2	3	-	-	-
3	19	21	22	5	2	-	-	1	3	-	-	-
4	28	25	33	-	-	-	3	2	-	-	-	2
5	33	29	32	-	-	-	1	2	1	-	-	1
K-3	20	-	25	1	-	-	-	-	1	-	-	-
Other	-	24	-	-	-	-	-	1	-	-	-	-

Enrollment by Grade Level

Buckeye Elementary offers various incentives through awards and recognition to encourage students in regular attendance. Student absences are followed up first by the principal 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	71	88	88
1st	71	72	85
2nd	67	72	76
3rd	80	66	68
4th	86	81	67
5th	73	85	70

Instructional Time (Includes Minimum days)

For the 2010-11 school year, Buckeye Elementary 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
4th	54,000	54,000
5th	54,000	54,000

Parent Involvement

Buckeye Elementary 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 volunteer, are a part of the Parent Teacher Club, participate in fund raising activities, work the Harvest Festival in the fall and the Ice Cream Social in the spring, and also serve on the School Site Council.

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, Buckeye Elementary had 21 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	25	21	21	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
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 Site Council to align with the state standards, district goals, and the statewide assessment program.

An overview of the curriculum adopted, by subject:

Language Arts

Buckeye Elementary uses a balanced literacy approach to teaching the skills of listening, speaking, reading, and writing.

Mathematics

A balanced curriculum is provided that includes basic skill instruction and understanding of mathematical concepts.

Science

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

History/Social Science

Social studies projects and history come alive through field trips and projects. The content is often correlated with the language arts curriculum.

Health

The school-wide program, Positive Action, teaches the benefits of positive behavior and gives everyone the opportunity to build a stronger self-concept.

Visual and Performing Arts

Classes study the works of many artists and composers representing a variety of styles.

Physical Education

Focus is on developing motor skills and movement exploration for grades K-3 and introduction of team sports for grades 4-5. A cross country after school sports program is offered for grades 3-5.

Counseling & Support Staff

It is the goal of Buckeye 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 1:454.* The table lists the support service personnel available at Buckeye Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	0.4
English Language Learner Teacher	1	0.5
Health Clerk	1	0.5
Library Associate	1	0.6
Nurse	1	0.1
Psychologist	1	0.3
RSP/SDC Teacher	2	1.5
SDC & RSP Aide	2	1.5
Speech and Language Specialist	1	1.0

Gifted and Talented Education (GATE)

A Gifted and Talented Education (GATE) coordinator is available on a limited basis to work with GATE students, their teachers, and their parents on modifying the instructional program to meet the specific needs and the abilities of GATE students. Teachers have been trained to differentiate the curriculum to challenge GATE students. Every student who has been identified to participate in GATE has a Differentiated Learning Plan (DLP) written with input from the child's teacher, parents, and the child. Supplementary opportunities occur throughout the school year to provide students with experiences beyond the classroom.

English Language Learners

Assistance is provided through the general education program, with a credentialed teacher offering daily support.

Special Education Classes

A Resource Specialist Program (RSP)/Special Day Class (SDC), taught by two teachers and two instructional aides, is available on site for special education students. In addition, the services of a speech/language therapist are available on site for eligible students. The needs of special education students are met through both a pullout program and a collaborative approach.

Intervention Program

The intervention program serves identified students in areas of language arts and math. Credentialed teachers provide supplemental instruction during the school day. Our teachers advise the tutors of individual student needs. The program is supported by our School Site Council and is funded through the School Library Block Grant. The program operates from late October through May.

Reading Assistance

The Title I reading program helps students who need additional reading assistance in grades K-5. The Title I staff work closely with classroom teachers.

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 and Computer Resources

All classrooms have at least four computers that are connected to the Internet. Buckeye Elementary School also has one computer lab with 36 computers. Computer skills and concepts are integrated throughout standard curriculum, which helps to prepare students for technological growth and other opportunities. Students have been trained in the following programs: Accelerated Reader and Education City.

The school's library, staffed by a part-time Library Associate, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library 30 minutes a week with their classes. The Library Associate offers story time for ten minutes, and for the remainder of their time, students are able to select and check out materials.

Physical Fitness

In the spring of each year, Buckeye 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). 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
5	11.9%	22.4%	40.3%

*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	69	61	65	75	76	77	49	52	54
Mathematics	77	71	72	74	76	74	46	48	50
Science	79	75	72	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	65	72	72	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	43	59	*	*
Pacific Islander	*	*	*	*
White	70	76	71	*
Males	66	78	82	*
Females	65	65	60	*
Socioeconomically Disadvantaged	53	59	59	*
English Learners	26	42	*	*
Students with Disabilities	49	66	*	*
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.

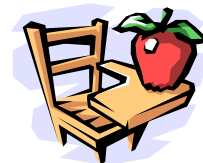
Statewide Rank: Schools receiving an API Base score are ranked in ten categories from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

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	7	8	7
Similar Schools	3	6	4
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	37	-18	13
White			
Actual API Change	29	-12	14
Socioeconomically Disadvantaged			
Actual API Change	64	-13	20
Students with Disabilities			
Actual API Change	-	-	49

	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	270	854	3,543	891	4,683,676	778
Hispanic or Latino	43	797	399	846	2,406,749	729
White	202	866	2,573	891	1,258,831	845
Two or More Races	16	871	209	896	76,766	836
Socioeconomically Disadvantaged	89	800	489	789	2,731,843	726
English Learners	18	730	134	825	1,521,844	707
Students with Disabilities	64	760	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	

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.

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.

Buckeye Elementary was originally constructed in 1957 and is comprised of 13 permanent classrooms, ten portables, one multipurpose room, one library, one staff room, one computer lab, and two playgrounds. Measure K allowed for remodeling in 2009 of the library and computer lab; staff and workroom; district-wide food services kitchen; refinishing of sidewalks and blacktops; and technology addition of Promethean boards and classroom computers. 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: 06/23/2011				
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			C Building - VFT has glue coming in between the seems in multiple classrooms. Portables 24-27 - Portables 26 & 27 in need of carpet (scheduled for 12/13).
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			MP Room - Girls restroom door latch sticks.
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 the custodial staff of three (one full-time day, one full-time night 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 2010-11 school year, the deferred maintenance project of repainting trim and handrails, replacement of siding on four portables and repainting of the maintenance building were completed. No projects are scheduled for 2011-12.

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 year. The School Site Safety Plan was last reviewed and updated in September 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. Students are supervised before-and- after school by certificated staff and yard duties supervise students during lunch and break periods. There is a designated area for student drop off and pick up. Visitors must sign-in and wear a badge while on campus.

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	\$64,478
District	\$62,913
Percentage of Variation	2.48%
School & State	
All Elementary School Districts	\$65,524
Percentage of Variation	-1.60%

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	\$7,437
From Restricted Sources	\$1,836
From Unrestricted Sources	\$5,601
District	
From Unrestricted Sources	\$5,313
Percentage of Variation between School & District	5.42%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	2.68%

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

