



**Debbie Bowers,
Principal**

**School Address:
7141 Silva Valley
Parkway
El Dorado Hills, CA
95762**

**(530) 676-2490
(916) 933-9290**



**Dr. David Roth,
Superintendent**

**District Address:
4560 Buckeye Rd
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

Buckeye Union School District

Rolling Hills Middle School

2011-2012 School Accountability Report Card

Principal's Message

The middle grades are a time of great change from childhood to adolescence. It is a time when students need to feel supported by and connected to adults and to their school. Because of its continuous commitment to its students and to academic excellence, Rolling Hills was named a California Distinguished School in 1996 and 2005, as well as a National Blue Ribbon School in 2002.

Teachers at Rolling Hills are committed to the team or academy model of teaching in which a team of four core academic teachers across various disciplines work together to establish ties with students and their curriculum. Teachers meet to plan communications and strategies for meeting each student's academic and social needs and they also meet to plan interdisciplinary units. We hold parent conferences as a team, instead of individual teacher conferences, so that we can better meet student needs and increase communication about student progress. We continue to work on improving the middle grades program based on data from our student and parent surveys.

We are proud to have a safe campus environment where students are encouraged to learn and to achieve academically. Parents and students are consistently pleased with our programs and are proud to be a Rolling Hills Bengal.

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

Rolling Hills 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, 971 sixth through eighth grade students were enrolled at the school, with classes arranged on a traditional schedule.

Discipline & Climate for Learning

Students at Rolling Hills Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Rolling Hills Middle School's discipline program is to encourage appropriate decisions through a progressive disciplinary approach based on a merit system. Parents and students are informed of school rules and discipline policies through the parent/student handbook, which is available on-line and sent home for parent signatures. Each student takes a quiz on the general rules. Monthly parent bulletins and weekly student bulletins on-line keep the public up-to-date in regard to campus procedures.

Student Enrollment by Ethnic Group

2010-11

| | Percentage |
|------------------------|------------|
| African American/Black | 2.5% |
| American Indian | 0.3% |
| Asian | 11.1% |
| Filipino | 2.2% |
| Hispanic or Latino | 10.4% |
| Pacific Islander | 0.3% |
| White | 67.7% |
| Two or More | 5.6% |
| None Reported | - |

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 | 46 | 113 | 51 | 176 | 273 | 187 |
| Suspension Rate | 4.6% | 11.5% | 5.3% | 3.5% | 5.4% | 3.7% |
| Expulsions | 1 | 2 | 0 | 11 | 7 | 4 |
| Expulsion Rate | 0.1% | 0.2% | 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: Trimester award assemblies, Behavior based assemblies for 100 Merits, lunch-time activities, and field trips.

Extracurricular and Enrichment Activities

Students are encouraged to become involved on campus through various programs. Sports programs include boys' and girls' volleyball, basketball, cross-country, track, and wrestling. Clubs include: Computer Programming Club; Running Club; Guitar Club; Chess Club; Newspaper; Leadership; Yearbook; Oral Interpretation; Jazz Band; GATE field trips/activities; Odyssey of the Mind; Math Counts; Knitting Club; Spanish Club; and Science Olympiad.

Tutoring

Teachers are available on campus after school to offer extra help to students. A formal tutoring program is held at the local apartments, where several students reside. Pride Period is also offered, with the mission statement of helping academically and helping to build relationships between students and teachers.

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 | 31 | 33 | 32 | 1 | - | - | 25 | 11 | 21 | 14 | 20 | 9 |
| Mathematics | 29 | 32 | 28 | 2 | - | 3 | 27 | 12 | 26 | 8 | 18 | 5 |
| Science | 31 | 32 | 29 | - | - | - | 22 | 13 | 31 | 10 | 19 | 2 |
| Social Science | 30 | 33 | 31 | 3 | - | 2 | 22 | 11 | 18 | 14 | 20 | 11 |

Enrollment by Grade Level

Rolling Hills Middle School offers various incentives through awards and recognition to encourage students in regular attendance. Student absences are followed up first by the school counselor through phone calls and subsequent letters home.

In the event of habitual truancy, students may be referred to the county'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 | 330 | 310 | 325 |
| 7th | 343 | 338 | 317 |
| 8th | 332 | 337 | 329 |

Instructional Time (Includes Minimum days)

For the 2010-11 school year, Rolling Hills Middle offered 180 days of instruction, comprised of 172 regular days. The additional eight minimum days were utilized for parent conferences, 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 |
| 6th | 54,000 | 57,552 |
| 7th | 54,000 | 57,552 |
| 8th | 54,000 | 57,552 |

Parent Involvement

Rolling Hills Middle School realizes the positive correlation between parent involvement and successful students. For this reason, the school continually searches for avenues to involve parents and the community to participate in the education of our students. The school greatly benefits from its supportive parents who volunteer in the classroom, as tutors or coaches, and participate on the School Advisory Committee and Friends of Rolling Hills. The school also benefits from several community partnerships, including working with the county library and Vision Coalition, as well as the Boys' and Girls' Club, and Oak Ridge High School.

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).

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Rolling Hills Middle School at (916) 933-9290. 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.

Teacher Assignment

Buckeye Union Elementary recruits and employs the most qualified credentialed teachers. For the 2010-11 school year, Rolling Hills Middle had 42 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 | 42 | 40 | 42 | 215 |
| Without Full Credentials | 0 | 0 | 0 | 0 |
| Working Outside Subject | 2 | 4 | 4 | 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. Annual parent surveys also serve to gauge the effectiveness of curriculum standards. Typically, textbooks are updated every seven years. The following is an overview of the adopted curriculum, by subject:

Language Arts

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

Math

Students are primarily placed according to grade level.

Science

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

Social Studies/History

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

Spanish

Students in seventh and eighth grade who meet eligibility criteria are able to take Spanish for two years to get high school credit.

Life Fitness

Through the Life Fitness program, students increase their physical fitness and wellness, develop motor skills, participate in a dance unit, play cooperatively in groups, and increase self-esteem. An after-school sports program is available for all students.

Health

Health is taught in science classes. Positive Action, a substance abuse education program, was implemented as part of the health curriculum and is taught mostly in sixth grade.

Visual and Performing Arts

Rolling Hills offers concert and symphonic bands. A dance unit is taught as part of the life fitness curriculum. Art projects are integrated into many classes. Students in seventh and eighth grade are able to take art as an exploratory class.

Counseling & Support Staff

It is the goal of Rolling Hills Middle School 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 1:971.* The table lists the support service personnel available at the school.

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

Gifted and Talented Education (GATE)

Teachers have been trained to differentiate their curriculum to challenge GATE students on a frequent basis. Supplementary opportunities occur throughout the school year both during and after school to provide students with experiences beyond the classroom in art, science, and oral interpretation.

English Language Learners

Teachers have been trained to support English learners through various strategies within their classroom setting.

Special Education

A Resource Specialist program (RSP), Special Day Classes (SDC), and a 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 half of their day. Students are mainstreamed in classes in which they can be successful.

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 | 2008 | 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 | 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

All classrooms have at least two, and a maximum of eight, computers that are connected to the Internet. Rolling Hills Middle School also has two computer labs with at least 35 computers in each. Computer skills and concepts are integrated throughout standard curriculum helping to prepare students for technological growth and other opportunities. Students have been trained in Microsoft Office Suite.

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

Physical Fitness

In the spring of each year, Rolling Hills 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 | 9.0% | 18.0% | 63.7% |

**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.

| California Standards Test (CST) | | | | | | | | | |
|---------------------------------|--------|------|------|----------|------|------|-------|------|------|
| Subject | School | | | District | | | State | | |
| | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 |
| English/Language Arts | 78 | 82 | 84 | 75 | 76 | 77 | 49 | 52 | 54 |
| Mathematics | 68 | 70 | 70 | 74 | 76 | 74 | 46 | 48 | 50 |
| Science | 78 | 83 | 92 | 79 | 83 | 83 | 50 | 54 | 57 |
| History/Social Science | 73 | 73 | 79 | 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 | 84 | 70 | 92 | 79 |
| African American/ Black | 67 | 57 | * | * |
| American Indian | * | * | * | * |
| Asian | 93 | 93 | 100 | 94 |
| Filipino | 90 | 86 | * | * |
| Hispanic or Latino | 74 | 60 | 83 | 70 |
| Pacific Islander | * | * | * | * |
| White | 84 | 68 | 91 | 78 |
| Males | 83 | 70 | 94 | 81 |
| Females | 85 | 70 | 90 | 76 |
| Socioeconomically Disadvantaged | 66 | 48 | 88 | 63 |
| English Learners | * | * | * | * |
| Students with Disabilities | 64 | 47 | * | 33 |
| 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 | 10 | 10 | 10 |
| Similar Schools | 5 | 5 | 5 |
| Group | 08-09 | 09-10 | 10-11 |
| All Students at the School | | | |
| Actual API Change | -2 | 8 | 17 |
| White | | | |
| Actual API Change | -6 | 8 | 14 |

| Growth API | | | | | | |
|---------------------------------|--------------------|--------------|--------------------|--------------|--------------------|--------------|
| | School | | District | | State | |
| | Number of Students | Growth Score | Number of Students | Growth Score | Number of Students | Growth Score |
| All Students at the School | 919 | 914 | 3,543 | 891 | 4,683,676 | 778 |
| Black or African American | 21 | 868 | 47 | 831 | 317,856 | 696 |
| Asian | 104 | 982 | 235 | 969 | 398,869 | 898 |
| Filipino | 21 | 952 | 54 | 933 | 123,245 | 859 |
| Hispanic or Latino | 91 | 861 | 399 | 846 | 2,406,749 | 729 |
| White | 622 | 909 | 2,573 | 891 | 1,258,831 | 845 |
| Two or More Races | 53 | 929 | 209 | 896 | 76,766 | 836 |
| Socioeconomically Disadvantaged | 87 | 831 | 489 | 789 | 2,731,843 | 726 |
| English Learners | 16 | 766 | 134 | 825 | 1,521,844 | 707 |
| Students with Disabilities | 86 | 781 | 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 | No | No |
| 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.

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 August 2011 by the School Safety Committee.

The safety plan addresses the following:

- Incident Commander
- Security and Safety
- Communications Center
- Psychological Safety
- Command Post

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 30 minutes before-and-after school by ten certificated staff, and six yard duties supervise students during lunch. There is a designated area for student drop off and pick up in front of the school. Visitors must sign-in and obtain a badge 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.

Rolling Hills Middle School was originally constructed in 1998. The school resided on the Camerado Springs Middle School campus until completion. The campus is comprised of 35 permanent classrooms, one gym, one multipurpose room, one library, one staff lounge, two computer labs, one sports field, and three blacktops. Recent remodeling included renovations of the sports field and black tops. 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: 06/24/2011 | | | | |
| Overall Summary of School Facility Conditions: Good* | | | | |
| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
| | Good | Fair | Poor | |
| Systems (Gas Leaks, Mech/HVAC, Sewer) | X | | | |
| Interior | X | | | M Building - VCT adhesive falling (tiles coming loose), scheduled to be replaced this summer. |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains | X | | | J Building - Drinking fountain on east side exterior not working. F Building - Adjust exterior drinking fountain pressure (too low). Gym - Adjust pressure at exterior water fountain. Gym - Faucet loose in girls restroom. |
| Safety (Fire Safety, Hazardous Materials) | X | | | |
| Structural (Structural Damage, Roofs) | X | | | K Building - Roof leaks in K1, K2, K3. Roof to be replaced this summer. MP Room - Roof pitch pockets leaking, scheduled to be replaced this summer. |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | |

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

Cleaning Process

The principal works with the custodial staff of five full-time employees 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 classroom lighting replacement. Replace of vinyl flooring in four classrooms was completed in 2010-11.

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 | \$61,916 |
| District | \$62,913 |
| Percentage of Variation | -1.59% |
| School & State | |
| All Elementary School Districts | \$65,524 |
| Percentage of Variation | -5.51% |

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 | \$6,321 |
| From Restricted Sources | \$1,351 |
| From Unrestricted Sources | \$4,970 |
| District | |
| From Unrestricted Sources | \$5,313 |
| Percentage of Variation between School & District | -6.46% |
| State | |
| From Unrestricted Sources | \$5,455 |
| Percentage of Variation between School & State | -8.89% |

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

