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

**[www.buckeyeusd.org](http://www.buckeyeusd.org)**

# Buckeye Union School District

## Oak Meadow Elementary School

### 2011-2012 School Accountability Report Card

#### Soaring Like Raptors

Oak Meadow Elementary School is a K-5 school nestled in the rolling, oak studded hills of El Dorado County. At Oak Meadow, cooperation, compassion, and celebration of diversity are encouraged in a safe and secure environment. In partnership with students, staff, families and communities, Oak Meadow's mission is to provide meaningful educational experiences to encourage lifelong learning. We work together to support and develop each child intellectually, physically, socially and emotionally. Our school mascot, the raptor, reflects our desire to soar to new heights in learning each day.

#### 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

Oak Meadow 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, 767 Kindergarten through fifth grade students were enrolled at the school, with classes arranged on a modified traditional schedule.

#### Student Enrollment by Ethnic Group

2010-11

	Percentage
African American/Black	2.2%
American Indian	0.1%
Asian	11.6%
Filipino	2.2%
Hispanic or Latino	13.6%
Pacific Islander	0.3%
White	62.2%
Two or More	7.8%
None Reported	-

#### Discipline & Climate for Learning

Students at Oak Meadow Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Oak Meadow Elementary School's discipline program is to encourage appropriate choices through positive action. The Royal Raptor Program was designed to reward students for good deeds and behavior.

Parents and students are informed of school rules and discipline policies through the parent/student handbook on the school webpage at the beginning of the school year. On-line newsletters and bulletins, with hard copies available in the main office, keep parents up-to-date on policies throughout the year.

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	14	14	6	176	273	187
Suspension Rate	1.9%	1.8%	0.8%	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 during the Trimester award assemblies and throughout the year in the Royal Raptor Program.

### Extracurricular and Enrichment Activities

Students are encouraged to become involved on campus through various programs: Afterschool Program's Engineering Club, Parking Lot Supervisors (PLS) Program, 4th and 5th grade Intramurals, Student Leadership, Green Team, TEAM Raptor, Running Club in 1st, 4th and 5th grade, Band, Running Club and Cross Country.

### Tutoring

A push-in program and afterschool support is available to students who are in need of extra help.

### Class Size

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

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
09	10	11	09	10	11	09	10	11	09	10	11	
By Grade Level												
K	20	23	25	6	-	-	1	5	5	-	-	-
1	20	23	24	5	-	-	3	6	4	-	-	-
2	20	21	23	6	3	-	-	3	6	-	-	-
3	20	22	20	6	1	3	-	5	3	-	-	-
4	33	32	34	-	-	-	1	3	-	4	-	4
5	33	30	31	-	-	-	1	4	3	2	-	1
K-3	20	-	-	1	-	-	-	-	-	-	-	-

### Enrollment by Grade Level

Oak Meadow 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	139	117	125
1st	123	142	122
2nd	127	129	140
3rd	129	132	120
4th	133	132	135
5th	99	135	125

### Instructional Time (Includes Minimum days)

For the 2010-11 school year, Oak Meadow 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

Oak Meadow Elementary 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 are a part of the Parent Teacher Association (PTA), volunteer for various programs such as Meet the Masters, and donate to the Adopt-a-Classroom.

The school also benefits from several community partnerships, including PC Pals with Intel, cross-age buddies, a tutoring program with Oak Ridge High School and Hands 4 Hope, a non-profit program where students help other students in the community.

### 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, Oak Meadow Elementary had 36 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	40	33	36	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
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

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

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

## Curriculum Development

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

An overview of the curriculum adopted, by subject:

### Language Arts

Oak Meadow Elementary uses a balanced literacy approach to teaching listening, speaking, reading, and writing skills. Throughout all grade levels, phonics, the structure of language, writing, and spelling are taught directly through step-by-step strategies. Accelerated Reader software program is used as reinforcement of classroom taught language arts skills.

### Math

The Marilyn Burns Math Program, Problem of the Week, Mountain Math and "daily tune-ups" provide supplementary hands-on practice of skills and concepts. In addition, teachers use the skills acquired from DMI (Developing Mathematical Ideas) training to implement best practices for math instruction.

### Science

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

### Social Studies/History

The school's goal is to make history and social studies come alive through the use of projects, field trips, and guest speakers.

### Visual and Performing Arts

Students are provided visual arts through the Meet the Masters program. Each grade level is involved in at least one performance/activity during the year and students attend performances such as Fantasy Theater throughout the year.

### Physical Education

The focus is on the development of motor skills, movement exploration and the introduction of team sports.

### Health

Health is taught by the classroom teacher, with assistance from the school nurse, physical education teacher and counselor.

## Counseling & Support Staff

It is the goal of Oak Meadow 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 1:767.* The table lists the support service personnel available at Oak Meadow Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	0.4
Library Associate	1	0.8
Primary Intervention Program (PIP) Staff	2	0.4
Psychologist	1	0.2
RSP/SDC Teacher	2	2.0
SDC & RSP Aide	4	3.0
Speech and Language Specialist	1	1.0

### Gifted and Talented Education (GATE)

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

### English Language Learners

The school offers English Language Learner (ELL) students the assistance through pull-out tutoring and daily support from a part-time ELL Teacher.

## Special Education

Oak Meadow Elementary provides special education services to students in need. Programs and services designed to meet the student's needs are identified in the Individualized Education Plan (IEP). The Resource Specialist/Special Day Class Program (RSP/SDC) 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 Information

The school's library, staffed by a 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 on a weekly basis with their classes. Seven computer workstations within the library are connected to the Internet so students are able to access resources and information online.

## Computer Resources

All classrooms have at least four and up to ten computers that are connected to the Internet. Each classroom on campus contains a SMART Board. Oak Meadow Elementary School also has one computer lab with 30 computers. Computer skills and concepts are integrated throughout standard curriculum helping prepare students for technological growth and other opportunities. Students have access to the following programs: Rosetta Stone, Accelerated Reader, California Learns and Raz Kids.

## Physical Fitness

In the spring of each year, Oak Meadow 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	15.0%	13.5%	58.6%

*\*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	80	83	87	75	76	77	49	52	54
Mathematics	88	90	91	74	76	74	46	48	50
Science	80	89	87	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	87	91	87	*
African American/ Black	73	64	*	*
American Indian	*	*	*	*
Asian	92	97	87	*
Filipino	100	100	*	*
Hispanic or Latino	79	82	100	*
Pacific Islander	*	*	*	*
White	87	92	84	*
Males	85	89	88	*
Females	89	93	86	*
Socioeconomically Disadvantaged	63	71	*	*
English Learners	69	96	*	*
Students with Disabilities	60	71	*	*
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	7	7	7
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	10	11	11
White			
Actual API Change	11	8	13

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	508	944	3,543	891	4,683,676	778
Black or African American	11	858	47	831	317,856	696
Asian	61	972	235	969	398,869	898
Filipino	12	982	54	933	123,245	859
Hispanic or Latino	68	913	399	846	2,406,749	729
White	312	945	2,573	891	1,258,831	845
Two or More Races	43	963	209	896	76,766	836
Socioeconomically Disadvantaged	31	881	489	789	2,731,843	726
English Learners	35	935	134	825	1,521,844	707
Students with Disabilities	71	842	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)				
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Principal, Barbara Narez, at (916) 933-9746 or (530) 677-9818. For more information on the Buckeye School District, contact the Superintendent, Dr. David Roth, or the Assistant Superintendent, Gabrielle Marchini, at (530) 677-2261 or (916) 985-2183.

## School Facilities

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

Oak Meadow Elementary School was originally constructed in July 2003 and is comprised of 32 classrooms, three portables, one multipurpose room, one library, one staff lounge, one computer lab, and two playgrounds. While reviewing this report, please note that even minor discrepancies are reported in the facility inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 05/04/2011				
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			MP Room - Ceiling in MP room needs to be cleaned (will occur this summer). D Building - Floor tiles in classrooms showing cracks, but still securely adhered. G Building - Floor tiles in classrooms showing cracks, but still securely adhered. H Building - Floor tiles in classrooms showing cracks, but still securely adhered. E Building - Floor tiles in classrooms showing cracks, but still securely adhered. L Building - Carpet/vct transition strips are shrinking in several rooms.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

**\*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 five (two full-time and three 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. No deferred maintenance projects are scheduled for the site during the 2011-12 school year.

## Safe School Plan

The school provides a safe, clean environment for students, staff, and volunteers. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, and disaster drills are held regularly throughout the school. The School Site Safety Plan was last reviewed and updated in September 2011 by the School Safety Committee. Oak Meadow Elementary hosts an annual Safety Day in October where safety and anti-bullying policies are reviewed, and parents volunteer to create emergency kits for each classroom.

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 the extended day care program and the Parking Lot Supervisors. Yard duties help with supervision during lunch and break periods. 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 in the main office.

## Teacher & Administrative Salaries

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, [www.cde.ca.gov](http://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	\$60,303
District	\$62,913
Percentage of Variation	-4.15%
School & State	
All Elementary School Districts	\$65,524
Percentage of Variation	-7.97%

### 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

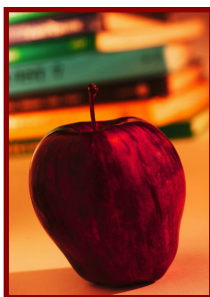
In addition to general state funding, Buckeye Union School District receives state and federal funding for the following categorical funds and other support programs:

- 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

### 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.



### 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	\$6,409
From Restricted Sources	\$1,351
From Unrestricted Sources	\$5,058
District	
From Unrestricted Sources	\$5,313
Percentage of Variation between School & District	-4.80%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-7.28%