

Rolling Hills Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Rolling Hills Middle School
Street	7141 Silva Valley Parkway
City, State, Zip	El Dorado Hills, CA 95762
Phone Number	(916) 933-9290
Principal	Debbie Bowers
Email Address	dbowers@buckeyeusd.org
County-District-School (CDS) Code	09618386112361

Entity	Contact Information
District Name	Buckeye Union Elementary School District
Phone Number	(530) 677-2261
Superintendent	David Roth, Ph. D.
Email Address	droth@buckeyeusd.org
Website	www.buckeyeusd.org

School Description and Mission Statement (School Year 2019-20)

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. As a result, Rolling Hills Middle School is focused on ensuring a rigorous academic experience while also developing the whole child.

Teachers at Rolling Hills are committed to the team or academy model of teaching in which a team of four core academic teachers (in 7th and 8th grades; 2 teachers in 6th) 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. 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.

School Mission Statement

The Rolling Hills Middle School Community is focused on academic rigor, personal responsibility, and mutual respect to develop the whole child as a contributing and informed citizen.

School Vision Statement

TLC: Think, Learn, Collaborate

School Profile

Rolling Hills Middle School is a traditional calendar middle school consisting of sixth, seventh, and eighth graders located in El Dorado County, twenty miles east of Sacramento in the foothills of the Sierra Nevada Mountains. Our community is caring, connected, and vibrant, with all school partners expecting our children to pursue their highest goals.

To support our mission of inclusion of all students, we offer scholarships through our parents' club, Friends of Rolling Hills, and our Student Council that provide funding for students for field trips. We adopt local families at holiday times and we have a free or reduced lunch program.

At Rolling Hills we believe in educating the whole child to become a lifelong learner, a person who will make a difference in this world. To support our students' diversity, whether it be economic or ability level, we engage in a number of strong programs. We follow research such as Taking Center Stage Act II, analyze ongoing assessments, and constantly review the district's goals for improving student performance. Combined with staff input, we determine necessary supports and work to find a way to implement those supports within the school day. We have developed and implemented numerous strategies and programs, such as:

- support for all levels of student abilities are supported from not yet proficient to gifted and talented students. For high achievers, we offer Algebra, Geometry, and Spanish
- a variety of specialized academic instruction (SAI) classes, and services through our County in speech, occupational therapy, and adaptive physical education (APE) when necessary
- reading support (Read 180) which meets the needs of students who are 2+ years below grade level in reading and also supports EL learners
- Accelerated Reader program 4 out of 5 days per week.
- our Intervention program, which works with students who need a little more support
- an interdisciplinary team, or academy, approach to teaching middle school students.

While we are not an ethnically diverse community, we do not ignore the importance of diversity for our staff and students. Due to our supporting data of students involved in harassment issues and teasing, one of the goals of our site is to develop sensitivity to differences. To do so, we focus on refusal skills and sensitivity to differences. We have adopted aspects of the Safe School Ambassadors' Program to reach students in various "cliques" on campus. These students, together with our counselor and Leadership teacher, will reach out to students on campus to help everyone feel accepted. We continue to have assemblies focused on anti-bullying and awareness, and Leadership students are trained as leaders on campus to take a stand against bullying.

Rolling Hills' campus was built to provide accessibility of facilities to students and others. There are ramps to all classrooms, one large stall in each restroom, and sidewalks to all areas. Our campus is situated over a hillside so our architects were especially aware of a design that allowed access to all. In our classrooms there are computer counters, sinks, and towel dispensers specially designed for wheelchair access. We have handicapped parking spaces and a special small electric cart that can transport students or others who may need assistance.

We are a community of teachers and learners and there is a spirit of camaraderie. We at Rolling Hills benefit from total community pride in our students, staff, and our school as we all support the value of graduating children who are lifelong learners and who look to make a difference.

Technological skills valued in the workplace are addressed through our Technology Plan. Grants, one-time monies, parent donations, and an Intel partnership provide every teacher with at least one computer for teacher use in their classroom as well as a 1:1 classroom ratio of chromebook carts for language arts, history, and science classrooms, and a 2:1 chromebook cart ratio in math classes. We have interactive Promethean boards installed in every classroom. Grades are accessible to parents and teachers on-line. We also have wireless accessibility throughout the whole campus. We have updated our technology to allow students to broadcast a weekly news bulletin using green screen technology. The broadcast is shown in all of the classes on Mondays.

Our team approach to this delicate time of brain development allows a campus of over 1000 students to feel like a small community in which students can thrive academically and emotionally. We are proud to be Bengals.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	325
Grade 7	321
Grade 8	343
Total Enrollment	989

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.5
Asian	12.2
Filipino	1.7
Hispanic or Latino	13
Native Hawaiian or Pacific Islander	0.7
White	63.4
Two or More Races	6.9
Socioeconomically Disadvantaged	8.6
English Learners	1.3
Students with Disabilities	12.1
Foster Youth	0.3
Homeless	0.2

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	43	44	43	217
Without Full Credential	1	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

Buckeye Union School District held a public hearing in September 2019 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. All recommended materials are available for parent examination at the District office prior to adoption. The table displays the most recent information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt Collections (6th-8th), Adopted in 2016	Yes	0
Mathematics	Big Ideas Math (6th-8th), Adopted in 2014	Yes	0
Science	Amplify Science, Adopted in 2018	Yes	0
History-Social Science	TCI History Alive, Adopted in 2015	Yes	0
Foreign Language	Avancemos!; Holt McDougall, Adopted in 2013	Yes	0
Health	Positive Prevention Plus, Adopted in 2018	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

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 37 classrooms, one gym, one multipurpose room, one administration building, one library, one staff lounge, one computer lab, one sports field, and three blacktop areas. Recent remodeling included renovations of the sports field and black tops. While reviewing this report, please note that only 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.

Cleaning Process

The principal works daily with the custodial staff to ensure that the school is cleaned and maintained to provide for a clean and safe learning environment.

Maintenance and Repair

District maintenance staff ensures that the maintenance and repairs necessary to keep the school in good repair are completed in a timely manner.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 12/04/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	J4 currently has a stand alone thermostat.
Interior: Interior Surfaces	Good	Carpet stains, ceiling tile stains, minor issues with flooring, several laminate repairs required throughout the site.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	2 classrooms had different color light bulbs, Ruben R. to replace so that all bulbs are the same color
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	7 faucets needed to be adjusted. 5 faucets needed to be adjusted. Adjustments were made at the time of the inspection. 2 urinals require the flush lever to be held down to flush correctly. Ruben R. to troubleshoot and repair.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	During the inspection it was noted that the roof is leaking in the principals office, and in L4 and J4. El Dorado Roofing was contacted to get the roofs repaired. Ceiling tiles will be replaced/repared once the leaks have been repaired.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	2 door closures needed to be adjusted. Ruben R. to make the required adjustments. J girls bathroom door is hard to open, possibly due to the threshold, Ruben R. to troubleshoot and repair.
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	79	79	67	69	50	50
Mathematics (grades 3-8 and 11)	72	72	60	61	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	991	979	98.79	1.21	79.37
Male	500	496	99.20	0.80	74.40
Female	491	483	98.37	1.63	84.47
Black or African American	14	14	100.00	0.00	28.57
American Indian or Alaska Native	--	--	--	--	--
Asian	124	122	98.39	1.61	90.16
Filipino	17	17	100.00	0.00	76.47
Hispanic or Latino	125	121	96.80	3.20	76.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	626	620	99.04	0.96	79.84

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	70	70	100.00	0.00	75.71
Socioeconomically Disadvantaged	101	98	97.03	2.97	60.20
English Learners	62	61	98.39	1.61	78.69
Students with Disabilities	123	117	95.12	4.88	35.04
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	990	980	98.99	1.01	71.73
Male	500	497	99.40	0.60	70.02
Female	490	483	98.57	1.43	73.50
Black or African American	14	14	100.00	0.00	21.43
American Indian or Alaska Native	--	--	--	--	--
Asian	124	123	99.19	0.81	86.99
Filipino	17	17	100.00	0.00	70.59
Hispanic or Latino	124	121	97.58	2.42	66.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	626	620	99.04	0.96	72.26
Two or More Races	70	70	100.00	0.00	65.71
Socioeconomically Disadvantaged	101	98	97.03	2.97	45.92
English Learners	62	62	100.00	0.00	70.97
Students with Disabilities	123	117	95.12	4.88	21.37
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	10.8	30.8	46.9

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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, work as coaches, and participate on the School Site Council and Friends of Rolling Hills. The school also benefits from several community partnerships, including working with the county library, EDH Community Services District, Big Brothers/Big Sisters, and Oak Ridge High School.

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, Jackie McHaney, at (530) 677-2261 or (916) 985-2183.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.6	2.6	2.0	1.6	1.6	1.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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, intruder, evacuation, and disaster drills are held regularly throughout the year. Our Emergency Operations Plan lays out structured levels of potential responses to any sort of emergency, and follows the nationally-recognized Incident Command System (ICS). The Emergency Operations Plan was reviewed by the School Safety Committee and Site Council at the September 2018 Site Council meeting. This sort of expansive emergency response system offers a high level of security for students, staff, and volunteers.

The School Site Safety Plan was last reviewed and updated in September 2019 by the School Safety Committee and Site Council. Besides the more obvious elements of physical safety regarding emergencies (discussed in the paragraph above), the school is also proactive in creating a safe and comfortable learning environment for all students and staff. We engage in monthly campus-wide character education assemblies, exercises, activities, and/or lessons; we carefully assess annual school culture and climate surveys; we foster a very active student council group; and we offer SEL and academic support for all students.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
6	28	13	41	14	26	16	42	13	28	10	38	20
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	28	4	11	9	31	2	4	16	26	6	12	8
Mathematics	15	5	1		25	9	16	3	24	12	14	2
Science	34		5	15	34		3	17				
Social Science	33		9	11	34		4	16	31	1	10	10

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	659.3

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,246	\$2,141	\$7,105	\$79,944
District	N/A	N/A	\$7,187	\$75,112.00
Percent Difference - School Site and District	N/A	N/A	-1.1	6.2
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-5.5	3.0

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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
- Title I
- Title II
- Title III
- Home to School Transportation
- Lottery

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,804	\$49,378
Mid-Range Teacher Salary	\$70,694	\$77,190

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	\$94,745	\$96,607
Average Principal Salary (Elementary)	\$122,979	\$122,074
Average Principal Salary (Middle)	\$128,139	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$167,569	\$189,346
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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. At the site level, teachers meet as a staff for professional development on early release Wednesdays, with a focus on Multi-Tiered Systems of Support and Universal Design for Learning.

Staff is offered support through the Peer Assistance Review (PAR) program and new educators can find mentors through the Beginning Teacher Support Association (BTSA).