

Rolling Hills Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School 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
School Website	https://rhms.buckeyeusd.org/
Grade Span	6-8
County-District-School (CDS) Code	09618386112361

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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; 2-3 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.

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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. The students in our county education programs are involved in our programs and activities.

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 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 chromebook for students. We have interactive boards installed in every classroom. Grades are accessible to parents

2025-26 School Description and Mission Statement

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 close to 1000 students to feel like a small community in which students can thrive academically and emotionally. We are proud to be Bengals.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	252
Grade 7	236
Grade 8	290
Total Enrollment	778

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.3
American Indian or Alaska Native	0.3
Asian	15.6
Black or African American	0.8
Filipino	2.6
Hispanic or Latino	16.2
Two or More Races	8.5
White	56
English Learners	2.7
Foster Youth	0.1
Homeless	0.6
Socioeconomically Disadvantaged	10.2
Students with Disabilities	12.3

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	38.9	98.31	315.1	78.88	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.5	0.38	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3	0.75	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	77.4	19.38	11953.1	4.28
Unknown/Incomplete/NA	0.6	1.66	2.4	0.6	15831.9	5.67
Total Teaching Positions	39.6	100	399.4	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	38.6	96.02	313.9	73.51	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6	1.4	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3	0.71	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	1.47	100.4	23.53	11746.9	4.23
Unknown/Incomplete/NA	1	2.48	3.5	0.84	14303.8	5.15
Total Teaching Positions	40.2	100	427	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	38.9	97.5	332.4	72.08	230039.4	100
Intern Credential Holders Properly Assigned	0	0	7	1.52	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	6	1.3	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.5	110.7	24.01	12112.8	4.34
Unknown/Incomplete/NA	0	0	5	1.09	13705.8	4.91
Total Teaching Positions	39.9	100	461.2	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0.5	1
Total Out-of-Field Teachers	0.00	0.5	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Buckeye Union School District held a public hearing on September 3, 2025, 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.

Year and month in which the data were collected September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 6-8: California Collections; Houghton Mifflin Harcourt (Publication 2017, Adopted 3/16/16 for 2016/2017)	0
Mathematics	Grades 6-8 (Standard Pathway): iReady Classroom Mathematics; Curriculum Associates (Publication 2024, Adopted 5/4/22 for 2022/2023) Grade 6 (Advanced Pathway) & Grade 7 (Accelerated Pathway): iReady Classroom Mathematics; Curriculum Associates (Publication 2024, Adopted 5/21/25 for 2025/2026) Grade 7 (Advanced Pathway) & Grade 8 (Accelerated Pathway): McGraw-Hill; Reveal Algebra (Publication 2020, Adopted 5/21/25 for 2025/2026) Grades 8 (Advanced Pathway): McGraw-Hill; Reveal Geometry (Publication 2020, Adopted 5/21/25 for 2025/2026)	0
Science	Grades K-8: Amplify Science (Publication 2018 ,Adopted 4/18/18 for 2018/2019)	0
History-Social Science	Grades 6-8: History Alive!; Teacher's Curriculum Institute/TCI (Publication 2011/Update 2017, Adopted 9/16/15 for 2015/2016)	0
Foreign Language	Spanish - Grades 6-8: EntreCulturas Espanol 1; Wayside Publishing (Publication 2023, Adopted 5/17/23 for 2023/2024)	0
Health	Positive Prevention Plus (Publication 2018, Adopted 11/2/16 for 2016/2017)	0

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

School Facility Conditions and Planned Improvements

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 sports field, and three blacktop areas. In 2022, 86" Newline interactive displays were installed in the classrooms. In 2024, the energy management system was upgraded to a Pelican wireless energy management system. Also in 2024, a Verkada perimeter security camera system was installed. During the Summer of 2025 the existing kitchen was expanded, and completely remodeled.

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.

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.

Year and month of the most recent FIT report

12/22/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Drywall repair needed for the ceiling in the boys locker room. KYA contacted for repair. Flooring in the Library bathroom needs to be replaced. KYA contacted for replacement.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Multiple light fixtures found to be non-operational, and one found to be flickering. Electrical contractor contacted for repair.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			One drinking fountain found to be sticking on, and loose. Fountain will be replaced.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			J Building bathroom doors were found very hard to open/close. Carter Kelly contacted for repair.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	74	78	59	61	47	48
Mathematics (grades 3-8 and 11)	69	71	50	50	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	772	748	96.89	3.11	78.21
Female	365	357	97.81	2.19	80.11
Male	407	391	96.07	3.93	76.47
American Indian or Alaska Native	--	--	--	--	--
Asian	119	117	98.32	1.68	87.18
Black or African American	--	--	--	--	--
Filipino	20	20	100.00	0.00	95.00
Hispanic or Latino	122	118	96.72	3.28	64.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	66	64	96.97	3.03	78.13
White	437	421	96.34	3.66	79.10
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	83	78	93.98	6.02	65.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	102	91	89.22	10.78	40.66

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	772	750	97.15	2.85	71.47
Female	365	357	97.81	2.19	70.31
Male	407	393	96.56	3.44	72.52
American Indian or Alaska Native	--	--	--	--	--
Asian	119	119	100.00	0.00	86.55
Black or African American	--	--	--	--	--
Filipino	20	20	100.00	0.00	90.00
Hispanic or Latino	122	118	96.72	3.28	50.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	66	64	96.97	3.03	75.00
White	437	421	96.34	3.66	71.73
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	83	79	95.18	4.82	49.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	102	92	90.20	9.80	27.17

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	59.6	65.48	56.49	61.63	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	290	281	96.90	3.10	65.48
Female	135	133	98.52	1.48	65.41
Male	155	148	95.48	4.52	65.54
American Indian or Alaska Native	--	--	--	--	--
Asian	42	42	100.00	0.00	71.43
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	75.00
Hispanic or Latino	49	46	93.88	6.12	43.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	21	91.30	8.70	66.67
White	162	158	97.53	2.47	68.99
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	23	92.00	8.00	52.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	25	89.29	10.71	12.00

B. Pupil Outcomes

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 area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	87.1%	86.6%	86.6%	86.6%	88.8%

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental 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, 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, 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	790	784	59	7.5
Female	376	374	33	8.8
Male	414	410	26	6.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	121	121	2	1.7
Black or African American	--	--	--	--
Filipino	20	20	0	0.0
Hispanic or Latino	130	128	14	10.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	66	65	10	15.4
White	443	440	31	7.0
English Learners	21	21	0	0.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	89	86	19	22.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	109	106	20	18.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.4	2.39	2.03	0.85	1.04	0.94	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.03	0.00
Female	2.13	0.00
Male	1.93	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.83	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.62	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.55	0.00
White	1.13	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.74	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.26	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety 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, 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 Site Council meeting on September 30, 2025. This sort of expansive emergency response system offers a high level of security for students, staff, and volunteers. on

The School Site Safety Plan was last reviewed and updated in November 2024 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.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	10	17	1
Mathematics	24	6	13	3
Science	29	1	14	3
Social Science	28	1	11	6

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	12	12	6
Mathematics	24	7	15	3
Science	29	3	12	5
Social Science	27	3	15	3

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	9	11	6
Mathematics	24	6	16	
Science	30		12	5
Social Science	28	1	13	4

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	452.22

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.8
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	.125
Nurse	.25
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,373	\$4,155	\$10,218	\$92,203
District	N/A	N/A	\$10,107	\$94,085
Percent Difference - School Site and District	N/A	N/A	1.1	-2.0
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-8.7	-8.2

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$57,629	\$61,516
Mid-Range Teacher Salary	\$87,043	\$95,479
Highest Teacher Salary	\$116,656	\$125,208
Average Principal Salary (Elementary)	\$149,676	\$152,668
Average Principal Salary (Middle)	\$159,306	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$206,324	\$242,781
Percent of Budget for Teacher Salaries	34.86%	29.76%
Percent of Budget for Administrative Salaries	5.06%	5.74%

Professional 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. In a typical year, the District offers three staff development days annually, where staff members are offered growth opportunities in curriculum, teaching strategies, and methodologies.

Staff development is centered around best practices. Knowing that best teaching practices cross platforms, there remained a focus on strategies to differentiate instruction to meet the needs of a variety of learners in the classroom (UDL), trauma informed practices to support the social and emotional needs of our students, teacher clarity, teacher efficacy, and data review related to formative and summative assessments to inform future instruction and student supports.

Staff is offered support through the Peer Assistance Review (PAR) program and new educators can find mentors through the Teacher Induction Program (TIP).

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3