



BUCKEYE UNION SCHOOL DISTRICT

AGENDA

PUBLIC HEARINGS/REGULAR MEETING OF THE BOARD OF TRUSTEES BUCKEYE UNION SCHOOL DISTRICT

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.

Wednesday, March 18, 2020
Buckeye Union School District Office
(Please enter Board room from the back of building)

Closed Session – 6:00 p.m.

Open Session – 7:00 p.m.

I. CALL TO ORDER

II. PUBLIC COMMENTS

III. ADJOURN TO CLOSED SESSION

1. Conference with District Negotiators Superintendent David Roth, Ph.D., and Assistant Superintendent Jackie McHaney in reference to negotiations with the California Schools Employees' Association. (CSEA)
2. Conference with District Negotiators Superintendent David Roth, Ph.D., and Assistant Superintendent Jackie McHaney in reference to negotiations with the Certificated Site Management, Certificated District Office Management, Classified Management, and Confidential Employee Group

IV. RECONVENE TO OPEN SESSION & FLAG SALUTE

V. CLOSED SESSION ANNOUNCEMENTS

VI. ROLL CALL

VII. APPROVAL OF AGENDA

VIII. PUBLIC COMMENTS

IX. PRESENTATIONS

1. Camerado Springs Student Representatives: Crista Gomez and Erin Gardner
2. Silva Valley Elementary School: Principal Brandon Beadle
 - Classified Employee of the Year: Tara Nakano
 - Certificated Employee of the Year: Amber Ross

X. REPORTS

1. Association Reports
 - Buckeye Teacher Association (BTA)
 - California School Employees Association (CSEA)
2. Budget Update: Jackie McHaney
3. Enrollment Report: Jackie McHaney
4. California Montessori Project Charter School Report: Kim Zawilski
5. Rising Sun Montessori Charter School Report: Karl Zierhut
6. Clarksville Charter School Report: Jennell Sherman
7. Cottonwood Charter School Report: Julie Haycock
8. Reports and Requests by Board Members
9. Superintendent's Report: Dr. David Roth

XI. CONSENT AGENDA

All matters listed on the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one motion. There will be no discussion on these items prior to the time the Board votes on the motion unless members of the Board, staff, or public request specific items to be discussed and/or removed from the Consent Agenda. If items are pulled for discussion, a separate vote will occur on the item(s). The Superintendent and staff recommend approval of all Consent Agenda items.

1. Summary Report of Warrants
2. Personnel Update
3. Overnight Field Trip Request, Valley View Charter Montessori Yosemite Nature Bridge/Curry Village, April 25,2021-April 28,2021

XII. PUBLIC HEARINGS

1. Consideration/Approval of Receipt of the Initial Proposal from the California School Employees' Association (CSEA), Chapter #683, for 2019/2020 and 2020/2021 Contract Reopeners for Negotiations between the CSEA and Buckeye Union School District.

Conduct of Hearing: a) Staff report and discussion; b) Public Testimony; c) Close the public hearing

2. Consideration/Adoption of the Response/Initial Proposal of the Buckeye Union School District to the California School Employees' Association (CSEA), Chapter #683; for the 2019/2020 and the 2020/2021 Contract Reopeners for Negotiations between the Buckeye Union School District and the CSEA.

Conduct of Hearing: a) Staff report and discussion; b) Public Testimony; c) Close the public hearing

3. Consideration/Approval of the Buckeye Union School District Negotiated Settlement with the Unrepresented Employees in the Certificated Management, Classified Management, and Confidential Employee Groups; including Disclosure Statement (7/1/19-6/30/21).

Conduct of Hearing: a) Staff report and discussion; b) Public Testimony; c) Close the public hearing

XIII. ACTION ITEMS

1. Consideration/Approval of Resolution 20-08 to Approve the Petition to Renew the Charter of The Clarksville Charter School

(Jackie McHaney, Assistant Superintendent)

2. Consideration/Approval of Resolution 20-09 to Approve the Camerado Springs Middle School K-12 International Baccalaureate MYP Charter Petition

(David Roth, Ph.D., Superintendent)

(Jackie McHaney, Assistant Superintendent)

3. Consideration/Approval of Job Shares/Reduced Workload/50% Leave of Absences Requests

(Jackie McHaney, Assistant Superintendent)

4. Consideration/Approval of Receipt of the Initial Proposal from the California School Employees' Association (CSEA), Chapter #683, for 2019/2020 and 2020/2021 Contract Reopeners (Entire Contract Open) for Negotiations between the CSEA and Buckeye Union School District.

(Jackie McHaney, Assistant Superintendent)

5. Consideration/Approval of the Response/Initial Proposal of the Buckeye Union School District to the California School Employees' Association (CSEA), Chapter #683; for the 2019/2020 and the 2020/2021 Contract Reopeners for Negotiations between the Buckeye Union School District and the CSEA.

(Jackie McHaney, Assistant Superintendent)

6. Consideration/Approval of the 2019/2020 and 2020/2021 Negotiations Settlement between the Buckeye Union School District and the Unrepresented Employees in the Certificated Management, Classified Management, and Confidential Employee

Groups; including Disclosure Statement. Ratification of the Agreement reached between Buckeye Union School District and the Unrepresented Employees in the Certificated Management, Classified Management, and Confidential Employee Groups for a two-year Agreement (7/1/19-6/30/21), including Disclosure Statement.
(Jackie McHaney, Assistant Superintendent)

7. Adoption of the Positive Certification of Fiscal Year 2019/2020 Second Interim Report for the Period Ending January 31, 2020, and Approval of Budget Revisions

(Jackie McHaney, Assistant Superintendent)

XIV. NEXT MEETING: Wednesday, April 1, 2020
District Office Board Room

XV. ADJOURNMENT

Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 5049 Robert J. Mathews Parkway, El Dorado Hills, CA 95762 during normal business hours. Individuals who require special accommodation (American Sign Language interpreter, accessible seating, documentation in accessible formats, etc.) should contact the Superintendent at least two days before the meeting date.

PROJECTED ENROLLMENT 2019-2020 AS OF 3-11-20

	Buckeye Elem.	Blue Oak Elem.	Valley View	William Brooks	Silva Valley	Oak Meadow	Mandarin	Rolling Hills	Camerado	TOTAL
TK		19	21	20	12	16				88
K	81	63	76	56	63	65	20			424
1st	74	83	79	80	73	90	23			502
2nd	68	69	86	63	68	83	18			455
3rd	56	82	93	95	91	105				522
4th	59	86	82	96	114	105				542
5th	60	92	85	78	62	97				474
6th			65					315	149	529
7th			88					330	178	596
8th			41					329	193	563
TOTAL	398	494	716	488	483	561	61	974	520	4695
Ending 18-19	370	457	611	509	518	633	44	995	587	
Difference	28	37	105	-21	-35	-72	17	-21	-67	

NPS	10
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Draft Demograph Report - December 2019 - One Year Enrollment Projection for 20-21	Variance
66	22
437	-13
429	73
528	-73
495	27
508	34
583	-109
461	68
554	42
591	-28
4652	

ENROLLMENT HISTORY

	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
2016/17		4653	4680	4656	4658	4705	4729	4678	4674	4689	
2017/18	4837	4764	4769	4760	4764	4775	4786	4811	4811	4803	
2018/19	4744	4729	4759	4731	4730	4777	4721	4732	4732	4731	
2019/20	4650	4667	4662	4681	4678	4697	4702	4705			



Campus: Shingle Springs

Principal: Kim Zawilski

Report Month: March 2020

Date Range of Report: 02-01-20 to 02-29-20

Shingle Springs Campus Update

CLASSROOMS

TEACHER'S NAME	CLASSROOM	GRADE LEVEL	CA CRED.	MONTESSORI CERTIFICATION	CPR CERTS	BUDGETED NUMBERS	CURRENT ENROLLMENT	NUMBER OVER/UNDER BUDGET
Amber Presnall	Pine	K/1	CTC	3-6/6-9 IP	Yes	20	20	0
Molly Kimber	Apple	K/1	CTC	3-6/6-9	Yes	20	20	0
Eileen Perkins	Mimosa	K/1	CTC	3-6/6-9	Yes	17	17	0
Natasha Raffety	Mimosa	K/1	CTC	3-6/MS	Yes	16	16	0
Charmaine Scott	Cedar	K/1	CTC	3-6/6-9	Yes	16	16	0
Shari DeVille	Cedar	K/1	CTC	3-6/6-9	Yes	17	17	0
Jan Fagan	Aspen	2/3	CTC	6-9	Yes	21	21	0
Shannan Chanda/ Molly Vardy	Wisteria	2/3	CTC	6-9 6-9/9-12	Yes	21	23	+2
Ronda Ritchie	Laurel	2/3	CTC	6-9	Yes	21	21	0
Emily McDaniel	Willow	2/3	CTC	6-9	Yes	21	20	-1
Wendy Derish	Olive	2/3	CTC	6-9/9-12	Yes	21	21	0
Caleb Peterson	Cypress	4/5/6	CTC	6-9/9-12	Yes	23	25	+2
Kathy Gerstle	Manzanita	4/5/6	CTC	6-9/9-12	Yes	23	26	+3
Kelly Barton	Fig	4/5/6	CTC	6-9/9-12	Yes	23	25	+2
Christina Sherrod	Elm	4/5/6	CTC	6-9/9-12	Yes	23	25	+2
Kanchana Sriram	Magnolia	4/5/6:	CTC	6-9/9-12	Yes	17	17	0
Marie Liston	Magnolia	4/5/6	CTC	6-12 IP	Yes	16	16	0
Alison Rosen	Birch	4/5/6	CTC	6-9/9-12	Yes	16	16	0
Gwyne Parker	Birch	4/5/6	CTC	6-9/9-12	Yes	17	16	-1
Robert Thomas	Sequoia	7/8	CTC	Secondary (MS)	Yes	24	24	0
Tom Freer	Sequoia	7/8	CTC	6-9 & MS (IP)	Yes	24	24	0
Mario Sorrentino	Sequoia	7/8	CTC	Secondary (MS)	Yes	24	23	-1
Kim Yeager/ Sueanne Zufelt	Sequoia	7/8	CTC	6-9/9-12 & MS 3-6	Yes	24	23	-1

ENROLLMENT

BUDGETED ENROLLMENT:		465	ACTUAL ENROLLMENT:		472 (+7)				
LOTTERY BINDER:	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
2019-2020	62	26	10	6	8	7	11	7	2
2020-2021	69	13	3	4	2	4	4	0	0

ENROLLMENTS & DISENROLLMENTS

STUDENT NUMBER	GRADE LEVEL	REASON	EXIT INTERVIEW?	COPY TO ADMIN.

DISCIPLINE

SUSPENSIONS:		EXPULSIONS:	
CURRENT: 0	YTD: 2	CURRENT: 0	YTD: 0

CLUB MONTESSORI

CLUB MONTESSORI STAFF	HOURS	CPR CERTS	CLUB MONTESSORI ENROLLMENT	
Kaylee Meinz (M-F)	3:00 - 4:30	Yes	BEFORE SCHOOL:	11
Mikayla Ralph (M-F)	7:00 - 8:30	Yes	AFTER SCHOOL:	8
Tatjana Thorne (M-F)	7:30 - 8:30	Yes	BEFORE & AFTER SCHOOL:	30
Lainey Lord (T-W-Th)	7:30 - 8:30	Yes	KINDERGARTEN SUPPLEMENT:	25
Rachelle LeMoine (M-F)	2:00 - 4:45	Yes	INTERSESSIONS:	N/A
Kylee Ralph (M-F)	2:00 – 6:00	Yes	EARLY RELEASE DAYS:	73
Substitute (M-F)	3:00 – 6:00	Yes	PUNCH CARDS:	122
			STAFF CHILDREN:	36

STUDENT HEALTH AND SAFETY

TOPIC	GRADE	DATE	AGENCY
Hearing Screening	K, 2, 5 & 8	11/04/19	K-12 Health
Vision Screening	1, 3 & 6	11/04/19	K-12 Health
Scoliosis	7(F), 8(M)	TBD	K-12 Health
Drug Education	7, 8	Winter	Health Curriculum
Sexual Health	7, 8	Spring	Health Curriculum

EMERGENCY DRILLS	SCHEDULED DATE
Fire/Evacuation	02/04/20
Earthquake	03/05/20
Lockdown/Shelter in Place	01/21/20
Club M – Fire Drill	11/26/19
Club M – Shelter in Place	01/21/20

FUNDRAISING EFFORTS

Event	Total Raised	Funds Used For:
Believe Kids Sales	\$7,300	August – September 2019: Field Trip Support
Gala: “Parent Round Up”	\$29,500	September 21, 2019: Athletic Program Support, Sensory Equipment, VAPA
Fall Scholastic Book Faire	\$4,555	November 12 – 15, 2019: Library Books
See’s Candy	\$2,200	November 18 – December 2, 2019: Campus Improvement Projects
Sweetheart Dance	\$1,200	February 7 th : PBIS Framework Support
Spring Scholastic Book Faire		March 9 th -13 th : Books & Supplies for School Libraries
Spring Carnival		May 2 nd : Community Building

COMMENTS

We enjoyed a very special presentation about being an Eco Hero. A local educator received a grant to provide lessons on caring for our environment and happily shared his program through slides, videos, and music. Our K-3rd grade audience really appreciated this Assembly and the tips on being good stewards of our Earth.



As we gear up for our **March 18th Science Expo**, our K/1 students are thoroughly enjoying the hands-on science experiments being conducted by their teachers!

Our teachers are **“on the hunt”** for students caught in the act of **READING!**

This is all part of our **“It’s a Jungle Scholastic Book Fair”** happening on campus the week of March 9th – 13th. We look forward to encouraging a love for reading while continuing to outfit our school’s libraries with additional literature resources!



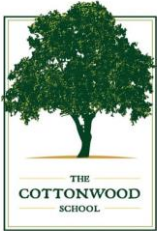


Enrollment Update from Principal

Clarksville Charter School

Current Enrollment County by County/Gradelevel as of 3/11/20

Grade	Amador	El Dorado	Placer	Sacramento
TK	5	41	3	8
KN	4	77	9	9
1	10	89	12	10
2	9	62	7	15
3	11	70	6	11
4	7	70	8	6
5	5	68	10	7
6	7	88	11	10
7	9	73	9	9
8	3	80	11	12
9	4	34	12	7
10	3	38	7	12
11	1	47	13	10
12	1	10	10	8
Curent Total	79	847	128	134
Variance	-6	-7	1	-11



Enrollment Update from Principal

The Cottonwood School

Current Enrollment County by County/Gradelevel as of 3/11/20

Grade	Amador	El Dorado	Placer	Sacramento
TK	0	0	71	97
KN	5	0	127	157
1	3	1	122	94
2	3	1	117	118
3	3	0	110	89
4	5	1	97	112
5	0	1	100	101
6	2	2	115	105
7	6	1	89	99
8	3	0	81	78
9	3	5	67	81
10	0	0	55	52
11	1	0	57	44
12	0	0	0	1
Curent Total	34	12	1,208	1,228
Variance	4	11	-5	-14

Elementary Enrollment:	2,113
High School - Homeschool Enrollment:	356
High School - In-Seat Enrollment:	9

Buckeye Union School District
2019-2020

Summary Report of Warrants

Warrant Registers for the period of: February 1, 2020 through February 29, 2020

Register #	Date	Fund	Fund #	Amount	Warrants
0149	5-Feb-2020	General Fund	01	31,917.63	23
0150	5-Feb-2020	General Fund	01	13,684.20	7
0151	6-Feb-2020	Cafeteria Fund	13	39,016.78	11
0152	12-Feb-2020	General Fund	01	37,647.72	81
0153	12-Feb-2020	General Fund	01	69,673.41	13
0154	12-Feb-2020	Deferred Maintenance	14	38,671.00	1
0155	19-Feb-2020	General Fund	01	41,325.92	33
0156	19-Feb-2020	General Fund	01	8,515.70	12
0157	19-Feb-2020	Cafeteria Fund	13	8,425.50	4
0158	26-Feb-2020	General Fund	01	144,542.49	34
0159	27-Feb-2020	General Fund	01	270,404.00	2
0160	25-Feb-2020	General Fund	01	4,792.00	7
0161	25-Feb-2020	Health And Welfare	01	544,922.23	11
				<u>\$1,253,538.58</u>	<u>239</u>

BUCKEYE UNION SCHOOL DISTRICT

PERSONNEL UPDATE

March 18, 2020

I. NEW CERTIFICATED/ADMINISTRATIVE STAFF

None

II. NEW CLASSIFIED/CLASSIFIED MGMT/CONFIDENTIAL STAFF

Tamara Morales

-Playground Monitor at 2.5 hours per day at
Camerado Springs Middle School
-Effective February 26, 2020

Katie Plemons

-Teacher Associate (OH) at 6 hours per day
(5 hours on Wednesday) at Buckeye Elementary
School
-Effective March 2, 2020

III. CHANGE OF STATUS

A. Certificated/Administrative

None

B. Classified

Teryon Allen

-Bus Driver at 4.5 hours per day at Transportation
-Now Bus Driver at 5 hours per day (6.75 hours on
Friday) at Transportation
-Effective February 11, 2020

John Frakes

-Courier at 2.25 hours per day at Transportation
-Now Courier at 2.25 hours per day at Transportation
and Custodian at 2 hours per day at Valley View
Charter Montessori School
-Effective February 24, 2020

Angela Thuesen

-Teacher Associate (OH) at 4 hours per day at
Valley View Charter Montessori School
-Now Teacher Associate (OH) at 4 hours per day and
2 hours per day at Valley View Charter Montessori
School
-Effective February 24, 2020

Jill Vos

-Crossing Guard at .5 hours per day at Valley View
Charter Montessori School
-Now Crossing Guard at .5 hours per day and
Playground Monitor at 3.75 hours per day (3.25 on
Wednesday) at Valley View Charter Montessori
School
-Effective February 28, 2020

IV. LEAVE OF ABSENCE REQUEST

A. Certificated

Patrice Oldemeyer

-Teacher at Valley View Charter Montessori
-Requesting Unpaid Parental Leave of Absence for the
2020-2021 School Year after Exhaustion of all Paid
Leaves

B. Classified
None

V. RESIGNATION

A. Certificated/Administrative

David Cotton

-Teacher at Rolling Hills Middle School
-Effective June 2, 2020

Paige Finely

-Special Education Teacher at Rolling Hills Middle
School
-Effective April 17, 2020

B. Classified

Eliza Acton

-Playground Monitor at William Brooks Elementary
School
-Effective March 6, 2020

Teresa Pratt

-Playground Monitor at Valley View Charter
Montessori School
-Effective February 12, 2020

VI. RESIGNATION

A. Certificated/Administrative

Russell Mote

-Teacher at Rolling Hills Middle School
-Effective June 2, 2020

B. Classified
None

VII. RELEASED/NONRELECTION

Classified Employee

-Playground Monitor
-Effective February 21, 2020



BUCKEYE UNION SCHOOL DISTRICT

Application for Board Approval of Overnight or Out-of-State Field Trip (per Board Policy 6153)

Date form submitted: 2/26/20 School site: VVCM

Class(es) Participating: 8th grade Students

Trip destination: Yosemite Nature Bridge / Curry Village

Dates of Trip: Sunday, 4/25/21 - Wednesday, 4/28/21

Educational standards supported by this trip:

MS-ETS 1.1 SS 8.8
MS-ETS 1.2
RST. 6-8.7
WHST. 6-8.8

Number of students attending: 85 Number of chaperones: 9

Request submitted by: PAUL STEWART



NOTICE OF PUBLIC HEARING

Board of Trustees

**The Buckeye Union School District hereby gives notice that
Public Hearings will be held as follows:**

1. Consideration/Approval of Receipt of the Initial Proposal from the California School Employees' Association (CSEA), Chapter #683, for 2019/2020 and 2020/2021 Contract Reopeners for Negotiations between the CSEA and Buckeye Union School District.

Conduct of Hearing: a) Staff report and discussion; b) Public Testimony; c) Close the public hearing

2. Consideration/Adoption of the Response/Initial Proposal of the Buckeye Union School District to the California School Employees' Association (CSEA), Chapter #683; for the 2019/2020 and the 2020/2021 Contract Reopeners for Negotiations between the Buckeye Union School District and the CSEA.

Conduct of Hearing: a) Staff report and discussion; b) Public Testimony; c) Close the public hearing

DATE: 3/18/2020

**LOCATION: Buckeye Union School District - Board
Room**

5049 Robert J. Mathews Parkway

El Dorado Hills, CA 95762

TIME: 7:00 P.M.

BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #: XIII.1.

ACTION: Approval of Resolution No. 20-08 to Approve the Renewal Charter Petition of the Clarksville Charter School

SITUATION:

On or about February 5, 2020, the Buckeye Union School District received the Clarksville Charter School's renewal charter petition. (Charter Petition expiration date: June 30, 2020) The District has met with the Clarksville Charter School administration and conducted a comprehensive review of the renewal charter petition. The Governing Board held a public hearing in accordance with Education Code §47605(b) and 47607(a)(2) to consider the level of support for the renewal of the Clarksville Charter School's Charter Petition on February 19, 2020. The staff's analysis will be presented for Board Action on March 18, 2020.

PLAN:

To have the Board approve Resolution No. 20-08 Approving the Renewal Charter Petition of the Clarksville Charter School.

FISCAL IMPACT:

The financial implications are outlined within the Executive Summary. The Renewal Petition does not create any new or additional financial implication to the District.

LONG RANGE GOAL:

District Goal #2: Maintain Fiscal Integrity & Accountability of the District

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board approve Resolution No. 20-08 to approve the Petition to Renew the Clarksville Charter School for a term of five (5) years (July 1, 2020 thru June 30, 2025).

**BEFORE THE
GOVERNING BOARD
OF THE
BUCKEYE UNION SCHOOL DISTRICT**

**RESOLUTION TO APPROVE THE PETITION TO RENEW THE CHARTER OF
THE CLARKSVILLE CHARTER SCHOOL**

RESOLUTION NO. 20-08

WHEREAS, Education Code Section 47600 et seq. provides for the enactment of the Charter Schools Act of 1992; and

WHEREAS, on or about February 5, 2020, the Petitioners for the Clarksville Charter School ("Petitioners") submitted to the Buckeye Union School District ("District") a charter renewal petition ("Petition"), for the Clarksville Charter School, (a K-12 Independent Study Charter School Program) ("CCS"); and

WHEREAS, Education Code Section 47605(b) provides that no later than 30 days after receiving a petition, the governing board of a school district shall hold a public hearing on the provisions of the charter petition; and

WHEREAS, on February 19, 2020, the Governing Board of the Buckeye Union School District convened a public hearing to comply with the provisions of Education Code Section 47605(b) and afforded to every interested person an opportunity to address the merits of the CCS' Charter Petition either in writing or orally; and

WHEREAS, the Governing Board has considered the level of public support for the Clarksville Charter School and has reviewed the Petition, including all supporting documentation; and

WHEREAS, in reviewing the Petition, the Governing Board has been guided by the intent of the California Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged; and

WHEREAS, after an analysis of the Petition and the related supplemental materials, the Superintendent and District staff finds that the Petition meets the renewal requirements set forth in Education Code Section 47607 and recommends approval of the same.

NOW, THEREFORE, THE GOVERNING BOARD OF THE BUCKEYE UNION SCHOOL DISTRICT DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

Section 1. That the above recitals are all true and correct.

Section 2. That the Governing Board adopts the written analysis and findings of fact set forth in the Executive Summary Staff Report attached hereto as Attachment A.

Section 3. That the Governing Board of the Buckeye Union School District finds that the CMP Petition meets the legal requirements for renewal contained in Education Code Sections 47605 and 47607.

Section 4. That the Governing Board of the Buckeye Union School District approves the CMP Petition for a term of five (5) years commencing on July 1, 2020, and ending on June 30, 2025,

Section 5. The District Superintendent or the Superintendent's designee is further authorized to take any further actions necessary to carry out the intent of this Resolution.

Section 6. In the event any section or portion of this Resolution shall be determined invalid or unconstitutional, such section or portion shall be deemed severable and all other sections or portions hereof shall remain in full force and effect. The Board hereby declares that it would have passed this Resolution and each section, subsection, sentence, clause or phrase irrespective of the fact that any one or more sections, subsections, sentences, clauses or phrases be declared to be unconstitutional.

Passed and Adopted by roll call vote this March 18, 2020 by the following vote:

AYES: _____
NOES: _____
ABSENT: _____
ABSTAIN: _____

Brenda Hanson-Smith, Ph.D.
President, Governing Board

I, Gloria Silva, Clerk of the Governing Board of the Buckeye Union School District, do hereby certify that the foregoing resolution was regularly introduced, passed and adopted by the Governing Board at its meeting held on March 18, 2020.

Gloria Silva
Clerk, Governing Board

ATTACHMENT “A”

BUCKEYE UNION SCHOOL DISTRICT

Staff Report Regarding

Renewal Charter Petition

of the

Clarksville Charter School

Presented:
Governing Board Meeting
March 18, 2020

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I. Introduction And Executive Summary

A. Action Proposed

On February 5, 2020, the Buckeye Union School District (“District”) received a renewal charter petition (“Renewal Petition”) from of the Clarksville Charter School (“CCS” or “Charter School”), an independently operated public charter school of the District, seeking renewal of its charter for a five-year period, from July 1, 2020 through June 30, 2025.

District Staff recommends that Buckeye Union School District Governing (“Board”) conference and take action to approve or deny the Renewal Petition under the California Charter Schools Act, with due consideration of the findings in this Report.

B. History

The Clarksville Charter School is a charter school serving Independent Study students kindergarten through 12th grade, operated by Clarksville Charter School, a nonprofit corporation. (Renewal Petition, p. 61). As an independent study Charter School, the Charter School has no physical school campus but is currently under negotiations for the establishment of a resource center to serve its student population in El Dorado County. As of the 2019-2020 school year, CCS reported in February 2020 that it currently has approximately 1200 enrolled students.

The District originally approved the Charter School’s charter in 2017, for a term of three years. Pursuant to Education Code section 47605, subdivision (b), a public hearing was held on February 19, 2020, to consider the level of support for the renewal of the Charter School’s charter.

This Report sets forth findings based upon a review by District Staff and legal counsel of the initial Renewal Petition, as well as the supplemental information submitted to the District by Petitioner.

II. Driving Governance

A. Academic Performance Criteria

As a prerequisite to the renewal process, the Charter School must provide documentation with its Renewal Petition showing that the Charter School has satisfied at least one of the following academic performance criteria specified in Education Code section 47607, subdivision (b) (5 CCR § 11966.4(a)(1).):

1. That the Charter School has attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school-wide and for all groups of pupils served by the Charter School; or
2. That the Charter School ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years; or
3. That the Charter School ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years; or
4. That the District determines that the academic performance of the Charter School is at least equal to the academic performance of the public schools that the Charter School pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the Charter School is located, taking into account the composition of the pupil population that is served at the Charter School; or
5. Qualified for an alternative accountability system pursuant to Education Code Section 52052.

Effective June 2018, Education Code Section 52052(f) clarifies the API criteria for renewal charter petitions: “[f]or any program identified in law that utilized a calculation pursuant to the former Academic Performance Index established pursuant to this section, as this section read on January 1, 2018, the 2013 growth calculation shall be applied for those purposes. For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils school-wide and among numerically significant pupil subgroups shall be used.” Accordingly, the 2013 API growth calculation may be used to meet the academic threshold requirement for renewal, and alternative measures shall be used. The Charter School utilizes alternative measures, as described below.

B. Review Process for Renewal Petition; Grounds for Denial

The Governing Board may deny a renewal petition if the charter school fails to meet the minimum standard for renewal, or if the Board of Education finds that:

- 1) The charter school presents an unsound educational program for students during the term of its renewal charter; or
- 2) The charter school is demonstrably unlikely to successfully implement the program set forth in the renewal petition; or

- 3) The renewal petition does not contain the necessary affirmations; or
- 4) The renewal petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purpose of Chapter 10.7 of Division 4 of Title 1 of the Government Code; or
- 5) Where changes to the charter school's operations are proposed, the renewal petition does not contain reasonably comprehensive descriptions of the 15 required elements set forth in the Charter Schools Act.

If the Governing Board denies the Renewal Petition, the Board must adopt written findings of facts based on any of the above-mentioned criteria or standards. In addition, the District “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” Ed. Code § 47607(a)(3)(A). The Board must also consider “the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement if any.” (5 CCR § 11966.4(b)(1)).

Charter school petitions are also required to include discussion of the impact on the chartering district, including, the facilities to be utilized by a proposed charter school, the manner in which administrative services will be provided, potential civil liabilities for the school district, and a three year projected operational budget and cash flow. (Ed Code, § 47605, subd. (g)).

A charter may be renewed an unlimited number of times; however, each renewal must be for exactly five years. (Ed. Code, § 47607). If a school district fails to make written factual findings to support a denial within 60 days of the district's receipt of a petition, the charter school's petition is automatically renewed. (5 CCR, §11966.4(c).)

III. Results of Petition Review (Findings of Fact Determinations)

A. Academic Performance Criteria Met by Charter School

Data in the Renewal Petition demonstrate that the Charter School has met at least one of the statutory prerequisite criteria for renewal set forth in Education Code section 47607, subdivision (b), as modified by Education Code section 52052(f).

Specifically, the Renewal Petition indicates that the Charter School's academic performance “is at least equal to the academic performance of the

public schools that the Charter School pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the Charter School is located, taking into account the composition of the pupil population that is served at the Charter School.” (Education Code § 47607, subdivision (b)). (Renewal Petition, pp. 10-16) The Renewal Petition illustrates that while the Charter School generally has academic achievement that is below that of the District as a whole, the Charter School’s academic performance generally equals or exceeds that of comparable Charter School homeschool programs. (Renewal Petition, pp. 10-16).

California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2018 and 2019: Clarksville Percentage of Students Meeting or Exceeding Standards

Demographic	Assessment	2018	2019
<u>Schoolwide</u>	ELA	37.4%	38.7%
	Math	18.4%	18.5%
Hispanic or Latino	ELA	37%	45.8%
	Math	21.2%	23.7%
Asian	ELA	N/A	N/A
	Math	N/A	N/A
Economically Disadvantaged	ELA	35.1%	29.6%
	Math	14.7%	11.9%
Students with Disabilities	ELA	12.9%	19.4%
	Math	13.3%	16.1%

CA Assessment of Student Performance and Progress (“CAASPP”) English Language Arts Scores and Math Scores, for 2018 and 2019: Comparison between CCS, South Sutter Charter School, Sutter Peak Charter Academy, Heritage Peak Charter and the State of CA

Demographic	Assessment	2018	2019
Clarksville Charter	ELA	37.4%	38.7%
	Math	18.4%	18.5%
South Sutter Charter (Sutter)	ELA	31.9%	38.4%
	Math	18%	19.8%
Sutter Peak Charter (Sutter)	ELA	39.3%	41.6%
	Math	23.4%	25.8%
Heritage Peak Charter (Sacramento)	ELA	38%	35.3%
	Math	19.4%	21.2%
State of CA	ELA	49.9%	51.1%
	Math	38.6%	39.7%

California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2018 and 2019: Comparison Schools That CCS Students Would Otherwise Attend:

Demographic	Assessment	2018	2019
Clarksville Charter	ELA	37.4%	38.7%
	Math	18.4%	18.5%
South Sutter Charter (Sutter)	ELA	31.9%	38.4%
	Math	18%	19.8%
Sutter Peak Charter (Sutter)	ELA	39.3%	41.6%
	Math	23.4%	25.8%
Heritage Peak Charter (Sacramento)	ELA	38%	35.3%
	Math	19.4%	21.2%
State of CA	ELA	49.9%	51.1%
	Math	38.6%	39.7%

(Note: There are no comparable schools in the District or County. As a result, the District assumed that students would seek a comparable program, close in proximity to the District, which forms the basis for the selection of the Comparison Schools Group)

California Assessment of Student Performance and Progress (“CAASPP”) Scores 2019: Comparison Schools That Are Demographically Similar

Demographic	Assessment	Clarksville	South Sutter Charter	Sutter Peak Charter	Heritage Peak Charter
Black or African American	ELA	NA	15.8%	44.4%	36.8%
	Math	NA	10.5%	NA	13.2%
American Indian or Alaska Native	ELA	NA	NA	NA	NA
	Math	NA	NA	NA	NA
Asian	ELA	NA	70.3%	54.5%	31.6%
	Math	NA	48.6%	36.3%	21%
Filipino	ELA	NA	NA	NA	50%
	Math	NA	NA	NA	33.3%
Hispanic or Latino	ELA	45.8%	27.3%	25%	25.7%
	Math	23.7%	8.9%	18.7%	11.3%
Native Hawaiian or Pacific Islander	ELA	NA	45.4%	NA	NA
	Math	NA	NA	NA	NA
White	ELA	36.4%	41.9%	43.9%	40.9%
	Math	16.3%	21.6%	28.4%	28%
Two or More Races	ELA	48.4%	31.4%	NA	25%
	Math	22.6%	21.1%	NA	18.7%

(Note: There are no comparable schools in the District or County. As a result, the District assumed that students would seek a comparable program, close in proximity to the District, which forms the basis for the selection of the Comparison Schools Group)

B. Increases in Pupil Academic Achievement

As discussed above, the Board “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” Ed. Code § 47607(a)(3)(A). Review of the Charter School’s academic achievement, both school-wide and by pupil subgroup shows that the results are generally favorable, with the Charter School generally comparable to other Charter homeschool programs, while typically performing below the District as a whole. (Renewal Petition, pp. 10-16.) District Staff will continue to monitor the Charter School’s performance closely over the course of the charter term, with an expectation of further increases in academic achievement school-wide and across all pupil subgroups.

1. Schoolwide Academic Achievement

The Renewal Petition includes data from the 2018-2019 CAASPP Smarter Balanced assessments (“SBAC”), indicating that school-wide, 38.7% of CCS students met or exceeded standards for ELA and 18.5% met or exceeded standards for Math. (Renewal Petition, pp. 10-12). It is also significant to note that an additional 27.7% nearly met standard for ELA and an additional 25.3% nearly met standard for Math.

The Charter School’s school-wide achievement in 2018-2019, slightly increased from the 2017-2018 assessment results. In 2017-2018, 37.4% of the Charter School’s students meet or exceeded standards for ELA and 18.5% meet or exceeded standards for Math. Between 2017-2018 and 2018-2019, however, the overall percentage of the Charter School’s students meeting or exceeding ELA standards increased by 1 percent, and the overall percentage of students meeting or exceeding Math standards remained relatively flat. (Renewal Petition, pp. 10-12).

When compared to students in Comparable Schools, the Charter School’s students attained comparable levels of achievement in ELA and Math, and significantly exceeded student performance in ELA and Math in serving the needs of Hispanic or Latino students. (California Dashboard)

2. Academic Achievement by Subgroup

African American students were not a numerically significant subgroup, and their SBAC scores were not reported, in 2017-2018 and 2018-2019.

Hispanic or Latino students at CCS saw significant increases in ELA performance and Math from 2017-2018 to 2018-2019, by 8.8% and 2.5%,

respectively. For 2018-2019, The Charter School's students' ELA performance was 38.7%, which is below that of the District which is at 74.07%. The Charter School's students' Math performance was 18.5%, which is below that of the District, which is at 67.3%. Although below the District's in-seat school program, CCS' students' performance is comparable to and/or exceeds student performance in comparable independent study charter programs.

English Learner students were not a numerically significant subgroup for ELA or Math, and their SBAC scores were not reported, in 2017-2018 and 2018-2019 for the Charter School.

Reclassified Fluent English Proficient saw increases in ELA and Math performance from 2017-2018 to 2018-2019 (33% and 20%, respectively). The Charter School's students' 2017-2018 ELA performance was 43%, which increased to 75% in 2018-19, which is just slightly less than BUSD students' ELA performance which was 86.19%. The Charter School's students' 2017-2018 Math performance was 22.85% which increased to 42% in 2018-19, which is less than BUSD students' Math performance which, was 73.48%.

Students with Disabilities saw increases in ELA and Math performance from 2017-2018 to 2018-2019 (6% and 3%, respectively). The Charter School's students' 2017-2018 ELA performance was 13%, which increased to 19% in 2018-2019, which is less than BUSD students ELA performance which was 33.25%. The Charter School's students' 2017-2018 Math performance was 13% and increased to 16% in 2018-2019, which is less than BUSD students in Math performance which was 24.17%. Although below the District's in-seat school program, CCS' students' performance is comparable to and/or exceeds student performance in comparable independent study charter programs.

Economically Disadvantaged students saw a decreases in ELA and Math performance from 2017-2018 to 2018-2019 (-5.5% and -2.8%, respectively).

3. Graduation Rate

In 2017, CCS had a total of 19 senior enrolled in the program. All 19 students graduated, which equates to 100%. The 2018-2019 graduation data decreased slightly to 96.4%, but it is important to note that the cohort size doubled during this same time period.

4. College and Career

The 2019 College and Career Indicator for CCS reflects a significant increase in percentage of students who scored prepared, from 5.3% to 35.7% in 2019.

C. District Staff Review of Renewal Petition

District Staff reviewed the following elements in the originally-submitted Renewal Petition:

Element 1:	Educational Program
Elements 2&3:	Measureable Student Outcomes and Methods of Measurement
Element 4:	Governance Structure
Element 5:	Employment Qualifications
Element 6:	Health and Safety
Element 7:	Racial and Ethnic Balance
Element 8:	Admissions Requirements
Element 9:	Financial Audit
Element 10:	Suspension and Expulsion
Element 11:	Retirement Systems
Element 12:	Public School Attendance Alternatives
Element 13:	Employee Return Rights
Element 14:	Dispute Resolution
Element 15:	Closure Procedures

District Staff also reviewed the Appendices and the impact on the District as described in the original Renewal Petition.

Based on the results of the District Staff's review of the Renewal Petition, District Staff has concluded that all of the required elements are reasonably comprehensive individually and collectively. As discussed above, District Staff has also concluded that CCS meets the prerequisite statutory requirements for renewal set forth in Education Code section 47607, subdivision (b).

IV. Budget

CCS' Fiscal Year 2019-2020 First Interim Report and Multi-Year Projections show CCS certifying itself as positive and being able to meet all financial obligations in the current and two out years. The Budget Narrative, Cash Flow and MYP project CCS having an operating surplus in each year of the Charter School.

State income and various other income sources to the District are reduced when students living in District boundaries enroll at a charter school. Under Education

Code section 47604, subdivision (c), a school district that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation is not held liable for the charter school's debts or obligations as long as the school district complies with all oversight responsibilities. The District will continue to have monitoring and oversight responsibility for CCS finances, as specified in the Charter Schools Act.

V. Goals, Objectives and Measures

Not Applicable.

VI. Major Initiatives

Not Applicable.

VII. Results

District Staff recommends that the Board approve the Renewal Petition of the Clarksville Charter School.

VIII. Next Steps

If the Renewal Petition is approved by the Board, the District, as the charter authorizer, will provide continued oversight by conducting annual visits and programmatic audits to review the Charter School's academic achievement, as well as records of past performance and future plans regarding academics, finances, and operations.

A copy of the Renewal Petition can be provided upon request.

BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #: XIII.2.

ACTION ITEM: Resolution No. 20-09 to Approve the Petition of Buckeye Union School District for the Formation of the Camerado Springs Middle School International Baccalaureate Middle Years Programme Charter School (CSMS)

SITUATION:

On February 19, 2019, District staff presented its Charter Petition for the conversion of the Camerado Springs Middle School to the Camerado Springs Middle School International Baccalaureate Middle Years Programme Charter School (CSMS) to the Buckeye Union School District Governing Board ("Board") to be located at the Camerado Springs Middle School campus. In accordance with Education Code Section 47605(b), the Governing Board of the Buckeye Union School District convened a public hearing and afforded to every interested person an opportunity to address the merits of the CSMS Charter School either in writing or orally.

PLAN:

To have the Board adopt Resolution No. 20-09 to Approve the Petition presented by District staff for the conversion of the Camerado Springs Middle School to the Camerado Springs Middle School International Baccalaureate Middle Years Programme Charter School (CSMS) to be located at 2480 Merrychase Drive, Cameron Park, CA 95682.

FISCAL IMPACT:

TBD. Staff projections to date indicate that sufficient interest exists in the program that will bring new enrollment into the District to fund program costs.

LONG RANGE GOAL:

District Goal #1: Student Achievement – Maximize the Performance of Each Student in All Academic Areas

District Goal #5: Promote the Development of Each Student as a "Whole" Person.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board Approve Resolution No. 20-09 to approve the conversion of the Camerado Springs Middle School, a traditional public school, to the Camerado Springs Middle School International Baccalaureate Middle Years Programme Charter School (CSMS).

**BEFORE THE
GOVERNING BOARD
OF THE
BUCKEYE UNION SCHOOL DISTRICT**

**RESOLUTION TO APPROVE THE PETITION OF THE BUCKEYE UNION SCHOOL
DISTRICT TO ESTABLISH THE**

**CAMERADO SPRINGS MIDDLE SCHOOL
International Baccalaureate (IB) Middle Years Programme *
A District Affiliated Charter School**

RESOLUTION NO. 20-09

WHEREAS, Education Code Section 47600 et seq. provides for the enactment of the Charter Schools Act of 1992; and

WHEREAS, on or about February 19, 2020, the district staff presented its Charter Petition for the conversion of the Camerado Springs Middle School (a traditional public school) to the Camerado Springs Middle School International Baccalaureate Middle Years Programme Charter School (CSMS) to the Buckeye Union School District Governing Board ("Board"); and

WHEREAS, Education Code Section 47605(b) provides that no later than 30 days after receiving a petition, the governing board of a school district shall hold a public hearing on the provisions of the charter petition; and

WHEREAS, on February 19, 2020, the Governing Board of the Buckeye Union School District convened a public hearing to comply with the provisions of Education Code Section 47605(b) and afforded to every interested person an opportunity to address the merits of the CSMS either in writing or orally; and

WHEREAS, the Board has convened on March 18, 2020, to consider whether to grant or deny the Petition;

WHEREAS, approval of a charter petition is governed by the standards and criteria set forth in Education Code section 47605 and implementing regulations contained in Title 5 of the California Code of Regulations;

WHEREAS, Education Code Section 47605(b) provides that the governing board of a school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth the specific facts to support one or more findings;

NOW, THEREFORE, THE GOVERNING BOARD OF THE BUCKEYE UNION SCHOOL DISTRICT DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

Section 1. That the above recitals are all true and correct.

Section 2. That the Governing Board of the Buckeye Union School finds that the Petition for the conversion of the Camerado Springs Middle School to the Camerado Springs Middle School International Baccalaureate Middle Years Programme Charter School (CSMS), is supported by 50% or more of the permanent certificated classroom teachers currently assigned to teach at Camerado Springs Middle School;

Section 3. That the Governing Board approves the Petition commencing on July 1, 2020, and ending on June 30, 2025.

Section 3. The District Superintendent or the Superintendent's designee is further authorized to take any further actions necessary to carry out the intent of this Resolution.

Section 4. In the event any section or portion of this Resolution shall be determined invalid or unconstitutional, such section or portion shall be deemed severable and all other sections or portions hereof shall remain in full force and effect. The Board hereby declares that it would have passed this Resolution and each section, subsection, sentence, clause or phrase irrespective of the fact that any one or more sections, subsections, sentences, clauses or phrases be declared to be unconstitutional.

Passed and Adopted by roll call vote this March 18, 2020 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

BRENDA HANSON-SMITH, Ph.D.
President, Governing Board

I, Gloria Silva Clerk of the Governing Board of the Buckeye Union School District, do hereby certify that the foregoing Resolution was regularly introduced, passed and adopted by the Governing Board at its meeting held on March 18, 2020.

GLORIA SILVA
Clerk, Governing Board



BUCKEYE UNION SCHOOL DISTRICT

CAMERADO SPRINGS MIDDLE SCHOOL

International Baccalaureate (IB) Middle Years
Programme^{*}
and
A District Affiliated Charter School

NEW PETITION

Submitted: February 2019

Term of Proposed Charter
July 1, 2020 – June 30, 2025

(*Candidate School)

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AFFIRMATIONS/ASSURANCES

As the authorized representative of the applicant, I, Dr. David Roth, hereby certify that the information submitted in this Petition for the conversion of the Camerado Springs Middle School to the Camerado Springs Middle School – Charter School (“CSMS”), and located within the boundaries of the Buckeye Union School District (“BUSD” or “District”), is true to the best of my knowledge and belief. I also certify that this Petition is supported by 50% or more of the permanent certificated classroom teachers currently assigned to the Camerado Springs Middle School. I also certify that this application does not constitute the conversion of a private school to the status of a public charter school. Furthermore, I understand that if awarded a Charter, CSMS will follow any and all federal state and local laws and regulations that apply to the Charter School and is committed to the following affirmations:

- CSMS declares that the Buckeye Union School District shall be deemed the exclusive public school employer of the employees of CSMS for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- CSMS shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- CSMS will not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- CSMS will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- CSMS will admit all pupils who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to CSMS shall not be determined according to the place of residence of the student or his or her parents or guardians within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of CSMS in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- CSMS shall adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act of 1990 (“ADA”).

- CSMS shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- CSMS shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code Section 47605(1)]
- CSMS shall at all times maintain all necessary and appropriate insurance coverage.
- CSMS shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- CSMS shall, for each fiscal year, offer at a minimum, the number of minutes of Physical Education instruction as required by law.
- If a pupil is expelled or leaves CSMS without graduating or completing the school year for any reason, CSMS shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to CSMS within 30 days if CSMS demonstrates that the pupil had been enrolled in CSMS School. [Ref. Education Code Section 47605(d)(3)]
- CSMS may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. {Ref. Education Code Section 47605(n)]
- CSMS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- CSMS shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- CSMS shall comply with any applicable jurisdictional limitations to the locations of its facility. [Education Code Section 47605 and 47605.1]
- CSMS shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Section 47612(b) and 47610]

- CSMS shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- CSMS shall comply with the Public Records Act.
- CSMS shall comply with the Family Educational Rights and Privacy Act.
- CSMS shall comply with the Ralph M. Brown Act.
- CSMS shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960
- CSMS shall meet all statewide standards and conduct all required pupil assessments pursuant to Education Code Section 60605 and any other statewide standards authorized in statute and pupil assessments applicable to pupils in non-charter public schools.



DAVID ROTH, Ph.D., Superintendent

3-10-20

Date

BACKGROUND

The Charter Schools Act

In 1992, the California State Legislature passed the Charter Schools Act, creating the vehicle for parents and educators to collaborate on innovative educational opportunities for children throughout the state of California. In May, 2006, State Superintendent Jack O'Connell reaffirmed the significance of this Legislative action, through his recognition of charter schools in the state, for "the dedicated service they provide to our youth and public school system." In this Certificate of Recognition, State Superintendent O'Connell boldly reiterated the success of California's charter schools, as they have:

Improved pupil learning • Increased learning opportunities for all pupils • Encouraged the use of different and innovative teaching methods • Created new professional opportunities for teachers • Provided parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system • Shown accountability in meeting measurable pupil outcomes • Provided vigorous competition within the public school system to stimulate continual improvements in all public schools

CSMS strives to fully honor, the Legislative intent of the Charter Schools Act, and its mandate, as affirmed by California's State Superintendent.

ELEMENT 1: EDUCATIONAL PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. --California Education Code

Section 47605(b)(5)(A)(i) A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. --California Education Code Section 47605(b)(5)(A)(ii)

A. INTRODUCTION

This Charter Petition is presented to the Buckeye Union School District for the conversion of the Camerado Springs Middle School to the Camerado Springs Middle School – Charter School (with an International Baccalaureate Middle Years (6th-8th) Programme for a term of five (5) school years beginning July 1, 2020 and ending on June 30, 2025 in accordance with Education Code Sections 47607 and 47605. CSMS shall continue to operate as one 6th-8th grade middle school within the geographic boundaries of Buckeye Union School District, as authorized pursuant to Education Code Section 47605. The school site is currently located at

2480 Merrychase Drive, Cameron Park, California 95682.

B. HISTORY AND COMMUNITY NEED FOR PROPOSED CHARTER

In the 2018-2019 school year, the Governing Board of the Buckeye Union School District authorized the Camerado Springs Middle School to file to become an International Baccalaureate Middle Years (6th-8th) Programme Candidate. Camerado Springs Middle School was granted IB Candidacy beginning with our 2019-2020 school year and is authorized, commencing with the 2019-2020 school year, to offer a rigorous and engaging middle school program based on the California content standards through the internationally acclaimed philosophy and methodologies of the International Baccalaureate Middle Years Programme (MYP).

Camerado Springs Middle School is the only International Baccalaureate Middle School (6th-8th) Programme public school in El Dorado County, filling a unique niche and otherwise unmet need in our community. CSMS proposes to serve grades 6-8 in a program that builds on the success of the current middle school program in offering a 21st century International Baccalaureate Programme.

C. MISSION AND VISION

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Camerado Springs Mission Statement

Camerado Springs strives to develop a community of inquiring lifelong learners through a rigorous curriculum. We offer challenging programs with high expectations that are based on student needs.

Our programs encourages intercultural understanding and diversity in order to help create a more peaceful community as we prepare for an increasingly connected global society.

Camerado Springs Vision Statement

Camerado Springs' vision is to create a dynamic community of learners who explore every learning opportunity, develop the tools needed to achieve success, respect themselves and others, value all communities, strive to do their best and appreciate their academic achievements as they work towards becoming productive members of society.

D. EDUCATIONAL PHILOSOPHY

Camerado Springs believes education should prepare students to take personal responsibility for tomorrow's world. Thus, CSMS provides our students with the academic and personal foundation necessary to successfully pursue advanced studies and achieve continued personal growth as ethical and informed global citizens.

In order to accomplish this, CSMS offers an academically rigorous curriculum, educating a diverse community of students in an internationally-themed, rigorous preparatory school that provides students with critical 21st Century learning skills and attributes necessary for success in our global economy. The MYP provides students with:

- international mindedness starting with a foundation in their own language and culture
- a positive attitude to learning, demonstrating high levels of engagement, creativity, resourcefulness; and
- active participation in their communities
- an ability to make connections between subject and real world issues
- highly developed communication skills to encourage inquiry, understanding, language acquisition, and to allow student reflection and expression
- a heightened awareness of their development—physically, intellectually, emotionally and ethically.

Students will increase their understanding of language and culture, and become more globally engaged, fulfilling the mission—to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. CSMS aspires to empower students to be active learners who can empathize and pursue lives of purpose and meaning, and who are committed to service. CSMS aims to develop the consciousness, perspectives and competencies necessary for global engagement, as well as the personal values that can lead to principled action and mutual understanding.

In our highly interconnected and rapidly changing world, CSMS aims to develop International Mindedness in a Global Context. The terms “international” and “global” describe that world from different points of view

- International refers to the perspective of the world's constituent parts, nation states and their relationships with each other.
- Global refers to the perspective of the planet as a whole.

New challenges that are not defined by traditional boundaries call for students to develop the agility and imagination they need for living productively in a complex world. Education for international-mindedness relies on the development of learning environments that value the world as the broadest context for learning. Students learn about the world from the curriculum and from their interactions with other people. Teaching and learning in global contexts supports the mission to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Our programs will provide for sustained inquiry into a wide range of issues and ideas of significance locally, nationally and globally.

In addition, at CSMS we believe that learning to communicate in a variety of ways in more than one language is fundamental to the development of intercultural understanding. CSMS programs, therefore, support complex, rich, dynamic learning of world languages. At CSMS, all students at all levels are language learners, whether they are learning English or Spanish for the first time. Our curriculum, instructional approaches and scope and sequence of content learning is designed to meet the academic learning needs of highly diverse students and support their achievement of full multilingualism. The diversity and different language-learning and cultural backgrounds of these linguistic subgroups bring richness to the CSMS experience

E. STUDENTS TO BE SERVED/EDUCATED

Camerado Springs Middle School currently operates as an 6th-8th IB Candidate School and serves a diverse student population. Our families reside throughout El Dorado, Placer, Nevada and Sacramento County and have various socioeconomic backgrounds. The students who attend our program are very pleased and enjoy their educational experience. The attendance rate for CSMS has consistently been between 94-98%. In adherence to state priority 5, we will continue to promote strong attendance.

While we cannot with 100% accuracy predict enrollment for each year, for purposes of planning our budgets and operations conservatively, it is important to note that CSMS's currently enrollment is approximately 520 students. We project with the implementation of the IB MYP Programme and this Charter that the enrollment will increase approximately 30-50 students per year, until such time as CSMS reaches its maximum capacity.

F. WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

Camerado Springs Middle School holds that an educated person in the 21st Century has the knowledge and skills to maximize his/her personal success in a global society. They understand the importance of becoming an empathetic, collaborative member of the community and are motivated to set and achieve personal goals. Students demonstrate proactive empathy towards others through respectful and thoughtful communications. The student is guided to view him/herself as both a citizen of their local community as well as a citizen of the larger world who is empowered and responsible for making positive changes. The student develops personal habits leading to a healthy lifestyle that include balancing leisure, work, family, and community. The student experiences the arts as a vehicle for self-expression, and utilizes technology as a tool to promote individual learning and responsible communication.

Students who participate in the educational program at CSMS will be able to confidently approach challenges that face them, analyze situations from multiple perspectives, and think critically to make choices that positively affect those around them.

CSMS Learners will strive to embody the IB Learner Profile to be:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love for learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-Minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference in the lives of others and for the environment.

Risk-Takers: They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Patriotic: They love and support our country, know and understand our cultural history and embrace the values, ideals and principles of the Founding Fathers, Declaration of Independence and U.S. Constitution. They actively participate and take leadership in the democratic process and become content citizens who serve others with love and respect.

Additionally, students at CSMS will develop Approaches to Learning Skills (ATL) that will transcend content taught in specific disciplines: Communication, Collaboration, Organization, Affective Skills, Reflection, Information Literacy, Media Literacy, Critical Thinking, Creative Thinking, and Transfer. These ATL Skills will be explicitly taught throughout MYP years 6th thru 8th.

G. HOW LEARNING BEST OCCURS

The IB Learner Profile stresses the importance of inquiry, a critical foundation for lifelong learning and success in post-secondary education and beyond. Students are expected to develop their natural curiosity, together with the strategies and skills needed to become autonomous lifelong learners. Students are also expected to think for themselves so that they can approach complex problems and apply their knowledge and skills critically and creatively to arrive at reasoned conclusions or answers. International Baccalaureate courses specify a large amount of content, with the area of study often defined in considerable detail. It is the way in which content is presented in class that is critical. The aims and objectives of each course emphasize the importance of students investigating answers for themselves. IB assessments are designed to reward evidence of independent student thinking leading to considered individual responses, so it is important that students practice these skills at every opportunity. Different subjects also provide a number of opportunities for students to design their own inquiry, with the Community Project in the Middle Years Programme as the ultimate structured inquiry exercise.

Learning how to become an effective learner requires students to realistically evaluate and regulate their own learning and performance. —Metacognition is a term used to refer to reflective thinking strategies, attitudes and other competencies used to monitor and control learning. Metacognitive strategies and skills can be nurtured in a supportive learning environment that focuses on the affective as well as cognitive competencies identified in the learner profile. In order to become independent learners, students need to develop powers of reflection, self-confidence and self-awareness, a willingness to communicate ideas without fear of losing face, and a willingness to take risks and be open-minded.

At CSMS, we believe students learn best when:

- their prior knowledge is considered to be important
- learning is in context
- context is relevant
- they can learn collaboratively
- the learning environment is provocative
- they get appropriate feedback to support their learning
- diverse learning styles are understood and accommodated
- they feel secure and their ideas are valued and respected
- values and expectations are explicit
- there is a culture of curiosity at the school
- they understand how judgments about learning are made, and how to provide evidence of their learning
- they become aware of and understand how they learn
- metacognition, structured inquiry and critical thinking are central to teaching in the school
- learning is engaging, challenging, rigorous, relevant and significant
- they are encouraged in everything they do in school to become autonomous lifelong learners.

CSMS will apply the best of research-proven strategies to provide a rich and rigorous academic program that gives all students the chance to be successful. In addition to the foregoing, CSMS believes that:

Learning best occurs in a collaborative environment. Research has shown that school success is dependent upon collaboration and goals (Schmoker, 1996). Collaboration among teachers, between students and teachers, between parents and teachers and administration and community is necessary for a successful school. Learning best occurs in a climate where there are measurable goals. This "beginning with the end in mind" requires a standards-based system that gives direction to academic programs and is designed to ensure proficiency for students. The assessment of student's progress is based on multiple measurement tools looking at the many facets of the learners.

Learning best occurs with highly specialized teachers and staff. Specialized staff development programs provide proactive instructional leadership. Darling-Hammond (1997) states: "the single most important determinant of student achievement is the expertise and qualifications of teachers."

Learning best occurs in a program that incorporates technology. Technological innovations can enhance communication and hence relationships within the academic environment and provide students with the knowledge and skills to enter the business and social opportunities of the 21st Century.

Learning best occurs when students are immersed in an educational environment that honors their cultural heritage. Enduring understanding occurs when content instruction includes cultural learning as well (Lessow-Hurley, 2000).

Learning best occurs when students are known and understood as individuals. We believe that each child's learning journey needs to start from the individual starting point, including the learner's existing knowledge and socio-economic background and cultural heritage.

H. GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

The IB MYP is designed to actively promote the holistic development of lifelong learners. The philosophy of the IB MYP Programme is expressed in a series of attributes that characterizes students with an —international-mindedness. As detailed in the IB Learner Profile, IB learners strive to be: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Courageous, Balanced and Reflective.

At all levels, the IB MYP Programme emphasizes a holistic, interdisciplinary approach to education. This philosophy is promoted by a commitment to structured inquiry as the leading vehicle/ pedagogical approach for learning. Inquiry is defined as a process initiated by the learner or the teacher who moves the learner from his or her current level of understanding to a new and deeper level of understanding. The IB MYP Programme at all levels recognizes many

forms of inquiry based on students' genuine curiosity and on their wanting and needing to know more about the world. These include: exploring, wondering and questioning, experimenting and investigating possibilities, researching and seeking information, collecting data and reporting findings etc. This process of inquiry nurtures students' innate curiosity and promotes a love of learning. It is self-leveling and permits students to develop deeper and more extensive projects according to their individual capacity. The teacher will nurture and stimulate further the students' natural curiosity by being a careful and thoughtful participant and a monitor of the exploration and investigation the student engage in or initiate; and by stimulating their curiosity and inquiry through the presentation of surprises.

At CSMS, everyone is a learner- teachers, parents, staff and students. The IBMYP Programme is not just about a development of skills and knowledge, but also the development of self-awareness, personal values and attitudes, particularly at the middle years level as students reach a pivotal point in their personal and intellectual development.

I. CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

The IB Middle Years Programme consists of eight subject groups:

- language acquisition
- language and literature
- individuals and societies
- sciences
- mathematics
- arts
- physical and health education
- design

At CSMS, the IBMYP subjects are closely aligned and instruction is founded on the California content standards (including NextGen Science Standards) for all subjects, including English Language and Literature, Social Science/History (aka Individuals and Societies), Sciences and Mathematics, World Languages, Arts, Physical Education and Design. It is important to understand that through the IB's emphasis on interdisciplinary learning, time spent at CSMS on arts, design, or Language is, of necessity, also time spent developing students' skills acquisition and learning in the four core content areas. One does not take the place of the other, but rather enhances all learning to ensure that students excel in every possible way.



The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community. MYP teachers organize the curriculum with appropriate attention to:

- Teaching and learning in context. Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced. Using global contexts, MYP students explore human identity, global challenges and what it means to be internationally-minded.
- Conceptual understanding. Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.
- Approaches to learning (ATL). A unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these skills help students learn how to learn.
- Service as action (community service) Action (learning by doing and experiencing) and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service, making a positive difference to the lives of others and to the environment. Service as action is an integral part of the programme, especially in the

MYP project.

- Language Acquisition – MYP students are required to learn at least two languages (language of instruction and additional language of choice). Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation. As discussed more fully below, the frequency and sophistication of non-English instruction in middle grades at CSMS will depend largely on each student's needs and abilities, while ensuring at all times that all students have the capacity to meet and exceed rigorous subject-specific state standards in all areas.

MYP projects provide students the opportunity to demonstrate what they have learned in the MYP. The community project encourages students to explore their right and responsibility to implement service as action in the community. Within the school, a dynamic student government will encourage students to get involved with issues or activities they care about. awareness, outreach and service learning activities will often take place through the Programme.

MYP projects provide students the opportunity to use their strengths and skills to serve a community of their choosing. The community project encourages students to explore various needs within their local community, plan a solution for the need, take action, and reflect on their learning.

Each student is responsible for journaling the process they took from identifying a need to project completion. This is a significant body of work undertaken by all MYP students over an extended period of time. This work allows students to apply their Approaches to Learning skills and transfer prior learning in a way that benefits a greater good. The community project is a culminating activity for students to present -- based on their own initiative, creativity and personal interests -- their understanding of real-world themes, concepts, and issues.

J. CURRICULUM AND INSTRUCTION

Camorado Springs Middle School embraces the California State Standards (including the new Next Gen Science Standards) and the California Frameworks for each subject area as a comprehensive roadmap of measurable standards that are critical to the development of a comprehensive instructional program. The IB MYP embraces the California State Standards and places mutual emphasis on high school and college readiness, critical thinking skills, inquiry-based learning and deeper mastery of core content. IB has long emphasized interdisciplinary learning, focus on depth of understanding that are now hallmarks of the Common Core. The IB continues to draw upon school reform initiatives around the world to ensure that it remains a leader in providing a pedagogically current international education based on research and best practices.

In short, CSMS plans to use the philosophical framework of the IB Middle Years Programme as a vehicle to deliver the California State Standards to Grades 6 - 8.

In the IB model, the curriculum includes the Written Curriculum, Taught Curriculum and Assessed Curriculum. The Written Curriculum is a formal, comprehensive, school-wide

document that describes what will be taught in each subject to at each grade level. The MYP presents schools with a framework that allows them to develop their own written curriculum. Curriculum development centers on two major elements: subject content and interdisciplinary contexts. From these elements, documents such as course outlines and unit planners will be developed through vertical and horizontal planning.

At CSMS, teachers will rely on the California State Standards, California Frameworks, state-approved textbooks and other resources to plan and develop a standards-aligned curriculum for each course and each grade level.

The Taught Curriculum recognizes that individual learners have beliefs about how the world works that are based on their experiences and prior knowledge. Those beliefs, models or constructs are revisited and revised in the light of new experiences and further learning. As students try to create meaning in their lives and the world around them, they will continually construct, test, confirm or revise their personal models of how the world works and their personal values. In essence, the Taught Curriculum is the means by which instruction is differentiated to meet the needs and relevance of individual learners. When planning to teach a subject, it is important to ascertain students' prior knowledge, and to provide experiences through the curriculum that give students opportunities to test and revise their models, to make connections between their previous and current perceptions, and that give them the opportunity to construct their own meaning. Teachers will be encouraged to provide opportunities for students to build meaning and refine understanding through structured inquiry. As the learning process involves communication and collaboration, this inquiry may take many forms, with students working on their own or collaboratively with partners or larger groups, within the classroom or beyond. The structuring of new experiences by teachers, and the support teachers give to students' ideas about new experiences, are fundamental to students' conceptual development.

Finally, the Assessed Curriculum is based on the MYP's criterion-related model of assessment that directly links the assessment criteria with course objectives. In this way, the assessment model gives both teacher and student reliable and valid information on the actual learning that takes place for each student. Integrated with the written and taught curriculums, the assessed curriculum is considered throughout the processes involved in planning for learning. The MYP provides teachers with examples of the development of a range of authentic and targeted assessment strategies and tools that are focused on learning. Such strategies are communicated through subject-group guides, teacher support materials and workshop materials. These strategies and tools can be used to design assessment tasks that bring balance and integrity to the curriculum.

1. English Language Arts/MYP Language Arts & Literature

The ELA curriculum is based on California State Standards for English Language Arts. ELA instruction emphasizes the development of skills and strategies students need to thrive as readers, writers, speakers and listeners in post-secondary education and in life. The ELA curriculum is designed as a building block approach to develop, hone and expand on English language skills, conventions, and usage. Instructional strategies to develop these skills will

include direct skills instruction, spoken and written engagement with age-appropriate literature, application of student skills in projects and assignments. As detailed earlier, the IBMYP is based on holistic learning. Throughout the CSMS curriculum students will read a variety of literature from multiple world cultures, and regularly engage in analyzing current news events, frequent writing projects, editing of writing, and research.

Core literature units are integrated to include reading, writing, speaking, listening, and critical thinking. Students read poetry, short stories, drama, myths, creative stories, and informative material such as newspapers and magazines. Whether studying ancient civilizations or current events, fiction or nonfiction, literature will be chosen for its ability to inspire a connection and meaning in students. Literature will often be selected to support content students are exploring in Social Studies/ MYP Individuals and Societies, science or a world language class. Students will spend most of their time in skills-based sessions, reading and responding to text, and writing for a variety of purposes. Inquiry-based discussion of literature will be structured to strengthen critical thinking and civil discourse; develop appreciation of literature; teach respect for diverse ideas, people, and practices; create a positive learning environment for all students; create a community of inquiry; develop social problem solving skills; help students clarify values; build self-esteem; and put the student at the center of the learning as active and engaged participant. Assignments that promote civic and multi-cultural awareness, responsibility, tolerance and sensitivity are common and support literary or expository works that stress the same themes. Syllogistic reasoning is especially stressed in persuasive or argumentative discourse. Explicit instruction in writing will take place in ELA classes and any other class requiring a specific form of writing, such as technical reports in the physical sciences, journaling, opinion editorials, and social science research papers, so that students have explicit guidance and supporting models of what strong writing looks like, in any genre they are studying, and for application to a variety of career paths. Ultimately, the above instruction and assignments are designed for students to gain the ability to synthesize information and concepts, to analyze and communicate written and spoken material, ideas or information, and to promote critical thinking and communication skills.

Both the MYP and the California State Standards set expectations that students will read a wide range of texts from different cultures, times and genres. Two of the aims of MYP language and literature are that students will engage in literature from a variety of cultures and representing different historical periods and explore and analyze aspects of personal, host and other cultures through literary and non-literary works. While MYP language and literature focuses on the development of reading skills needed for academic and career success, it also emphasizes that literacy is an important part of social, emotional, imaginative and psychological growth. Students are to use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction and develop creative and personal approaches to studying and analyzing literary and non-literary works.

Both the CCSS and MYP set expectations that students will write different types of texts and for many different purposes. The MYP Language and literature guide states that students will create works that demonstrate insight, imagination and sensitivity and that students will have opportunities to develop, organize, express themselves and communicate thoughts, ideas and information. MYP language and literature objectives require students to organize their ideas and

opinions using a range of appropriate conventions for different forms and purposes of communication. Additionally, in every MYP subject group, students are expected to write in the discourse of that subject. Students are asked to write reflections in mathematics in which they explain and justify their results while in the arts their reflections focus on a critical evaluation of their own work. In the sciences and in individuals and societies, students are expected to develop extended writing pieces in which they explore scientific ideas and investigate research questions respectively.

The MYP also emphasizes authentic application of knowledge. Students write authentically for a variety of purposes and in a variety of contexts. They are expected to write in the academic discourse of each MYP subject group. In MYP language and literature, students write to analyze literature, to reflect critically, to develop arguments and to be creative. In the arts, students respond to and critique the work of themselves and others in writing and other forms. In the sciences, students do research to evaluate the use and application of science in the world. Likewise, in individuals and societies, students develop research questions that direct their historical investigations.

Finally, one of the aims of MYP language and literature is that students will develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts. Students are expected to analyze and evaluate oral texts as well as written ones. The MYP language and literature framework stresses that teachers should include opportunities for students to engage in frequent oral communication, as listening and speaking are skills that are essential for language development, learning and relating to others. In addition to emphasizing this in the language and literature course, the MYP requires that students also take a language acquisition course that supports the development of these same language skills. Language and literature teachers provide students with a variety of oral communication tasks—some of which are individual and others that are multi-speaker, interactive tasks.

Students engage in a variety of oral communication tasks, through which they adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal language when indicated or appropriate. Additionally, similar oral communication skills are taught in language acquisition courses. In individuals and societies, students are required to demonstrate the ability to use a variety of media to organize and communicate their factual and conceptual learning. These formats include, but are not limited to: written reports, oral presentations, cartoons, storyboards, maps, diagrams, flow charts, PowerPoint® presentations, podcasts, animations and videos. In the sciences, students can also present their one world analysis through a multimedia presentation rather than through a written assignment. The personal project also provides students with this same opportunity.

2. Mathematics

CSMS' mathematics curriculum will be based on California State Standards and will be identical to the curriculum utilized in all other middle school programs operated by the Buckeye Union School District. The mathematics curriculum emphasizes teaching for critical understanding and application in addition to recall and will develop quantitative and critical thinking skills through a combination of direct skills instruction, daily skills practice, activities

to develop conceptual understanding and, at times, applications to real-world scenarios. Textbooks and online resources will be at the core of instruction, though learning activities will be varied to provide a balance of skills practice and more complex problem solving. Complex problem solving will typically involve application of math concepts in real life-type problem contexts involving more steps to work through. Often, they will require the use of more than one math skill. These activities may also be used to provide performance-based assessments as a supplemental measure of student understanding.

Mathematics instruction will incorporate cooperative group activities that promote the growth, development, and progress of the individual. Students will also have instruction on the history of mathematics and its applications, impact, and significance to real world problems and events. In this way, teachers provide a connection between abstract concepts and practical applications through historical and contemporary examples and demonstration, which further allows students to understand how mathematics fits into their lives.

Formative assessments in Math are continuously conducted and include collected homework assignments and in-class student work and investigations that are observed by teachers. Homework assignments will be considered important formative assessments and windows into a student's conceptual understanding of the topics at hand.

CSMS based math curriculum will focus on both the mastery of procedural fluency and problem solving. Students are given time to process, practice and master mathematical concepts, and to the extent possible, math concepts are integrated across the curriculum. Students will develop a foundation in basic skills, procedural computation, and conceptual understanding, including computation problems, and solving story problems. Sixth grade math reinforces the skills learned in the previous year, with an emphasis on application and problem solving. Students will master symbolic reasoning and the use of symbolic language in mathematics and science. Students will study: integers, rational, irrational and real numbers, advanced rules of exponents, solving equations and inequalities with absolute values, simplifying expressions, and solving multi-step problems. They will graph linear equations and inequalities, identify points on a line, understand slopes, and solve systems of two linear equations. Students will factor second and third degree polynomials and simplify fractions with polynomials. Students use the quadratic formula to find the roots of a second-degree polynomial, solve quadratic equations, find the x-intercepts, and solve physical problems, such as the motion of an object under the force of gravity. Students also know and use aspects of a logical argument, use deductive and inductive reasoning, and determine the validity of an assertion.

3. Science

Science curriculum at CSMS is based on California state content standards (including new NextGen Science Standards, as they are implemented) and on California's State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. The curriculum will emphasize development of critical-thinking skills, mastery of scientific-inquiry methods at the secondary education level, and preparation for success in post-secondary science education. Students learn to develop the skills of observing, identifying, measuring and organizing data. They develop skills for using mathematical concepts and

formulas in interpreting data and solving problems, which leads to the higher skills of evaluating and applying data, generating hypotheses leading to predicting, generalizing, and justifying.

Scientific thinking may be seen as a developmental sequence involving the following cognitive processes: observing (using the senses to get information), communicating (talking, drawing acting), comparing (pairing, making one-to-one correspondence), inferring (classifying via super-ordinate/subordinate and if/then reasoning), and applying (developing strategic plans, testing and proving scientific principles). The scientific habits of mind will be developed through a laboratory curriculum that encourages independent scientific thought and investigation. Through hands-on activities and experimentation, students will deepen their conceptual understanding and facility with scientific methods and hone the critical thinking skills needed for success as life-long learners. Students are exposed to a wide variety of careers in science, are made aware of the attitudes and preparation necessary for those careers, and are led to appreciate the sciences in their real world applications.

4. Social Studies/MYP Individuals and Societies

History/Social Studies instruction is based on California state content standards and California's State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. The social studies curriculum is designed both to impart information and develop a variety of skills, from interpretation of tables, charts, graphs and maps, to comprehension written and verbal material and critical analysis of that material through written and oral expression, library, document and Internet research skills. Teachers embed content knowledge within classroom activities that promote critical-thinking skills. Social studies teachers aim to aim at getting students to appreciate the achievement of past cultures as they affect contemporary situations. Students are expected to understand the development and expression of the national characteristics of a people as a product of their cultural environment. An emphasis is placed on cause/effect relationships and the consequences of social, political, and economic developments. Beyond the mere learning of facts, students are guided toward dealing conceptually and philosophically, as appropriate to grade level, with applicable topics, so as to become astute critical thinkers and problem solvers as well as effective communicators of those thoughts. In this regard, students should be able to take their place as responsible, motivated participants in the American political and social landscape, able to analyze important and timely issues, and able to reach informed conclusions that will affect their futures.

In addition to lecture and discussion, learning activities may include simulations, debates, speeches, research projects and papers, interactive notebooks, field trips, and oral history interviews, techniques used by social science practitioners. Textbooks and on-line resources will be at the core of instruction, though learning activities will be varied to provide a balance of skills practice and more complex problem solving. The social studies curriculum is the hub of an integrated curriculum, connecting with the other disciplines thematically, pictorially, or through the introduction and discussion of major figures in the development of the sciences and humanities.

5. World Language/ MYP Language Acquisition

As discussed earlier, all students will participate in Language instruction in Spanish or another course offered. The primary aim of language is to encourage students to gain competence in a modern language other than their native language, with the long-term goal of balanced bilingualism. Both the California World Language Standards and the IB language acquisition standards do not proscribe the amount of time required for a student to progress from one level to the next, in recognition of the fact that different languages may pose different challenges (e.g., a native English speaker may find Spanish or French to be easier than Mandarin or Russian); students begin their learning with different levels of native language proficiency; and students who already have some level of proficiency in more than one language may find that taking on a third language comes more naturally than a student who has only ever had exposure to one language.

Within the IB Model and by 8th grade, students should be able to:

- understand, analyze, evaluate and respond to a wide range of spoken texts
- communicate information, ideas and opinions in social and academic situations
- request and provide information in a wide range of spoken contexts
- use language appropriate to a wide range of spoken interpersonal and cultural contexts, and for a wide range of purposes and audiences
- use appropriate register in formal and informal oral communication
- understand and use appropriate oratory technique
- engage actively in oral production using comprehensible pronunciation and intonation/correct tone.
- evaluate information presented in visual texts
- evaluate main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text
- evaluate specific information, ideas, opinions and attitudes presented in visual text with spoken and/ or written text
- evaluate visual conventions used in texts
- understand, analyze, evaluate and respond to a wide range of visual texts.
- evaluate specific information, ideas, opinions and attitudes presented in written texts
- evaluate main ideas and supporting details, and draw conclusions from written texts
- evaluate aspects of format and style in written texts
- understand, analyze, evaluate and respond to a wide range of written texts.
- request and provide information in a wide range of written contexts
- understand and use language conventions accurately, effectively and creatively in writing
- use appropriate register in formal and informal written communication.

6. The Arts

Visual and Performing Arts has contributed to all cultures and societies throughout time. Experience in a wide range of visual art activities adds a creative and cultural dimension to student development that will benefit them for the rest of their lives. While traditional practices

in the arts (for example, painting, sculpture, ceramics and architecture) have historically provided cultural records, contemporary practice and access to technology have given the tools of visual art a very broad palette. Digital technology, time-based art, installation and performance, to name but a few, add to traditional practice and bring an extra dimension and meaning to the students' experience in the visual art. The process of making ideas a reality using the skills and practices of visual art is an integral part of the substance of the MYP arts curriculum. All arts instruction will be aligned to California Visual and Performing Arts Standards.

7. Physical Education and Health

The curriculum for physical education will be aligned with the goals expressed in the California Physical Education Model Content Standards and frameworks. The physical education curriculum is designed to develop movement skills and knowledge, to develop a positive self-image, to encourage physical, personal, and social development, and to develop healthy living, social, and interpersonal skills. The curriculum includes but is not limited to the following skill areas: sensory and perceptual skills, locomotor and non-loco motor skills, balance, eye/hand/ and other general coordination skills. Students are instructed in the rules of many traditional games and sports with the aim of instilling a sense of strategy, a cooperative attitude, and a sense of fair play. Students learn to work and play effectively within team dynamics, to appreciate and respect all students' abilities, and not to exclude others because of superficial, cosmetic, or behavioral qualities. Students learn to play roles of leadership, or subordination to a common goal when appropriate. Most importantly, students come to recognize and are encouraged to act positively on the strong ligaments between physical, mental, and emotional wellbeing. The PE curriculum will also prepare students for the Physical Fitness Test in grade 7.

In accordance with the IB MYP, physical education will bring the unique perspective of learning through the physical, which can greatly contribute to students' approaches to learning (ATL) skills, and is transferable across other subject groups. The learning and development associated with physical education should contribute to students developing the qualities of the IB learner profile.

8. Design

As discussed earlier, all students will participate in design instruction. The primary aim of design is to encourage students to gain competence in their critical thinking, reasoning and problem solving skills.

As part of the Middle Years Programme (MYP), design challenges all students to:

- Apply practical and creative thinking skills to solve design problems;
- Explore the role of design in both historical and contemporary contexts
- Consider their responsibilities when making design decisions and taking action.

MYP uses the design cycle as a way to structure:

- Inquiry and analysis of design problems;
- Development and creation of feasible solutions;
- Testing and evaluation of students' models, prototypes, products or systems.

K. INNOVATIVE COMPONENTS OF THE INSTRUCTIONAL PROGRAM

At all times, the California State Standards form the foundation of all instruction at CSMS. As a public charter school, we understand and embrace our commitment to these standards and ensuring that all students meet and exceed proficiency objectives in all subject areas. The IB MYP provides an ideal methodology for our students to learn, master and demonstrate achievement of those standards, and more. The IB MYP's rigorous, rich and encompassing objectives provide high expectations for each and every one of our CSMS students to excel.

L. INTERVENTION AND ENRICHMENT PROGRAMS

Recognizing that school is a place where students can learn more than academics, CSMS may offer enrichment activities to extend students' learning experience that may include areas such as career choices and development, theater opportunities, advanced math topics, coding, robotics, dance, etc. Enrichment activities are led and supervised by teachers, parents with expertise in the particular field, and other individuals with advanced talents and skills. These activities will allow students to explore and cultivate new interests and to shine in areas not always brought out in the regular classroom setting.

Teachers will be trained to check for understanding and re-teach as part of core instruction. Students needing re-teaching will have additional time with the teacher while their advanced and on-pace students are extending their learning through enrichment activities. Though most students will make progress using the core instructional materials and strategies for differentiation, some students may benefit from supplemental programs. Students may be assigned to an extra period of writing and/or literacy instruction. Students will also have the opportunity to use computerized learning and remediation tools.

M. CURRICULAR AND INSTRUCTIONAL MATERIALS

Consistent with the Buckeye Union School District's rigorous, relevant, and attainable student outcomes, CSMS will utilize the curriculum adopted by the Buckeye Union School District for grades 6th through 8th, which are select materials based on alignment with the school's standard-based learning outcomes and educational philosophy. Materials will be used to support integrated curriculum, global and multicultural themes, real world learning projects and other applications of learning. Textbooks and other materials used may change as instructional staff monitors student learning and achievement.

N. STUDENT SUPPORT AND INTERVENTION

Support for Accelerated Learners

CSMS meets the advanced educational needs of the School's gifted individuals, within the regular classroom, as well as through administration of extra-curricular activities. In the classroom, students are assessed in math, language arts, reading, and geometry in order to determine placement in each of these curriculums at the beginning of the year. Based on these assessments, an individualized work plan is prepared for each student. Students working above grade level are placed in the curriculum at the appropriate level. This allows for individualized instruction at an advanced level in the coursework area that is appropriate for the student.

Multi-Tiered Systems of Support (MTSS)

CSMS' classrooms, by design, effectively serve students who are academically low achieving as well as those who are academically high achieving. Research supports the concept that children develop at different rates. The flexibility of the curriculum also allows for students within a classroom to work at multiple skill levels. Students' individualized work plans are modified to target skill remediation as needed or to provide additional challenges for skills already achieved.

In addition, CSMS implements Multi-Tiered Systems of Support (MTSS), in order to ensure all students are getting their unique needs met. MTSS is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Underneath the umbrella of MTSS is the Response to Intervention (RTI) program which supports individual student academic needs. In addition, CSMS also offers enrichment programs for all students, where students with strong academic ability can reach beyond the classroom experience.

Response to Intervention

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with a variety of learning needs. The RTI process begins with high-quality instruction and universal assessment of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, qualified teaching assistants, and intervention specialist. Progress is closely monitored to ensure students improve in the targeted area. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is also the platform used for providing students with accommodations to support their learning within the general education classroom.

Teachers follow the tiered levels of intervention and proceed through a series of processes and documentation. The tiers are described as follows: RTI Tier 1 includes all students in the general education classroom. Teachers complete a series of assessments following a mandated timeline. Assessment results are entered into an Assessment Tracker, a color coded spreadsheet used to collect individual student assessment data. At the Tier 1 level, teachers conduct meetings with parents to discuss concerns and strategize early intervention accommodations and supports. After a period of 6-8 weeks, the student will either remain in RTI Tier 1, with his or her progress

continuing to be monitored with regularly scheduled follow-up meetings, or it may be determined to refer the student to RTI Tier 2. RTI Tier 2 level interventions include more intense support in one or more areas or through intervention programs. Teachers document student progress and continue to communicate with parents. If the desired results are not seen, a student may move to RTI Tier 3 level interventions. At this time a Student Success Team (SST) process begins. An SST meeting includes the parent, teacher, administrator and other school personnel or interested persons. During these meetings, a more intensive plan is developed, documented, and followed-up with. Administration is involved and the SST Team makes intensive and strategic decisions and may refer a child to Special Education for assessment, or develop a 504 Plan to ensure student needs are met.

Intervention Programs target academic needs for students who score low on universal assessments and/or who do not make adequate progress through their grade level curricula, and/or who do not meet benchmark standards on CAASPP, and/or English Language Learners.

Positive Behavior Intervention and Support (PBIS)

PBIS is the emphasis on school-wide systems of behavior support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within the school is implemented in areas including the classroom and non-classroom settings (such as walkways, drop-off and pick-up, bathrooms, gymnasium, etc.). Positive behavior support is an application of a behaviorally-based systems approach to designing effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining Tier 1 supports which are universal and designed for all students, Tier 2 supports which include targeted strategies to improve behavior for groups of students, and Tier 3 supports which include specialized plans to support individual student behavior.

The primary goals of PBIS are:

- Development of a continuum of scientifically based behavior, social emotional and academic interventions and supports
- Use of data to make decisions and solve problems
- Making changes in the environment to prevent the development of problem behavior
- Teaching and encouraging pro-social skills and behaviors
- Implementation of evidence-based behavioral practices with fidelity and accountability
- Universal screening and monitoring of student performance and progress

All members of the school community work together to teach these expectations to the students. Positive student behavior is reinforced in a variety of ways. School staff make a point to verbally acknowledge students when demonstrating school-wide expectations with specific words that let the students know what positive behavior was noticed and which expectation they were following. Teachers and assistants utilize classroom acknowledgement systems.

When behavior incidents do occur, a systematic approach is used to investigate the situation, document the facts, communicate with all involved stakeholders, and issue appropriate and

relevant consequences. Documentation is submitted to the office and data is collected using a database. This information is used to make strategic school-wide lesson plans to teach or reteach expectations, or to make changes to the environment in effort to avoid future behavior incidents. Individual students may need targeted support to make improvements to their behavior.

Plan For English Learners

The CSMS IB classroom contains multiple supports for EL students. There is a diversity of materials and concrete lessons provide many opportunities for support strategies such as sheltered English, in addition to labeled items and leveled materials. The IB MYP philosophy honors individual learning needs and the classroom creates an environment of acceptance of diverse learners.

The IB MYP materials in the classroom and the methodology by which teachers teach, address the needs of English Learners.

Student goals will be tracked for adequately yearly progress as required by Title III, and staff will conduct parent conferences to inform parents of their students' goals and progress.

Teachers with CLAD certification serve EL students and can assist in adapting materials for EL instruction.

CSMS meets all applicable legal requirements for EL students, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. CSMS will implement policies to assure proper placement, evaluation, and communication regarding EL students and the rights of students and parents.

CSMS will administer the home language survey upon a student's initial enrollment into CSMS, if it is the first time they have attended a California Public School (indicated on enrollment forms). All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessment for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to the ELPAC.

- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner (EL) Instruction and Intervention

All teachers who teach ELs have Cross-cultural Language and Academic Development ("CLAD") certification, and they are proficient in using Specially Designed Academic Instruction in English. The ongoing professional development of teachers will include instructional strategies that are effective in teaching ELs.

Teachers who teach EL students will use the "framework" to teach and monitor English language acquisition for EL students. Teachers will consistently follow the instructional strategies listed below, in addition to others as the need arises, to ensure equal access to the curriculum for ELs:

- Differentiated instruction;
- Cooperative learning;
- Academic language acquisition by using strategies like frontloading content vocabulary, and using context clues;
- Graphic organizers like Venn diagrams and other tabulated diagrams;
- Mainstreaming to benefit from English spoken by peers, support for concepts attainment;
- Individualized work plans and project-based activities are also fundamental strategies utilized by teachers;
- Programs used to improve English proficiency for students who have advanced beyond the emerging proficiency level include reading fluency and comprehension such as vocabulary building, reading fluency and comprehension building such as Accelerated Reader, as well as ongoing SDAIE techniques;
- Language/Reading extension activities based on skill level are routinely offered to students;
- Monitoring and Evaluation of Program Effectiveness

CSMS evaluates the effectiveness of its education program for ELs by:

- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design;
- Monitoring student identification and placement;
- Monitoring availability of adequate resources.

Plan For Special Education/ Section 504 Of The Rehabilitation Act/ Americans With Disabilities Act

Overview

CSMS shall comply with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”). In addition, the school will adhere to the Buckeye Union School District Board Policies governing the administration of Special Education Programs and 504 protections. The IB classroom provides flexibility and multiple learning modalities to support diverse learners. Implementation of Special Education service begins with RTI and pre-referral remediation and monitoring of low achievers by Student Success Team members. The team, including students' teachers, identifies problem areas for low achievers and plans interventions that are monitored and reviewed at subsequent meetings. When students do not make satisfactory progress after implementation of remedial programs and strategies, they may be referred for evaluation under Section 504 or the IDEA.

Special Education

The Buckeye Union School District will continue to function as the local educational agency for purposes of providing special education instruction and related services under the Individuals with Disabilities Education Improvement Act pursuant to Education Code Section 47641(a). The Charter School pledges full compliance with the IDEA, Education Code, and Board Policy provisions regarding special education. All teachers and special education providers (employees and contractors) will hold appropriate credentials and/or licenses.

Section 504 /ADA

The School shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

Section 504 is the responsibility of the general education program and administration. The Principal or Designee will be the primary 504 coordinator at CSMS 504 plans are developed by a school based 504 team.

CSMS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any

student who has an objectively identified disability which substantially limits a major life activity such as learning is eligible for accommodation by the School.

Attendance Guidelines

CSMS shall maintain and implement an attendance policy and will offer or exceed the minimum number of instructional minutes as set forth in Education Code 47612.5 for the appropriate grade levels and will provide, at minimum, the required number of 180 instructional days. CSMS expects that students will attend school on a daily basis, unless ill (CSMS requires documentation in the form of a physician's note if the student is absent for three or more consecutive days due to illness). Accurate contemporaneous records of student attendance will be maintained, and those records will be available for audit and inspection.

School Day

CSMS will operate according to the Buckeye Union School District bell schedule for the Camerado Springs Middle School.

Calendar

CSMS will operate according to the Buckeye Union School District Student Calendar . The school calendar is established and approved by the Buckeye Union School District Board of Trustees and is subject to change.

ELEMENT II

MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT

Governing Law: "The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purpose of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (d) of Section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. -- Education Code Section 47605(b)(5)(B)

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. -- Education Code Section 47605(b)(5)(C)

ANNUAL GOALS OF THE EDUCATIONAL PROGRAM TO ACHIEVE THE STATE PRIORITIES:

CSMS Goals and Actions to Achieve the Eight State Priorities

Local Control and Accountability Plan (“LCAP”)

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), will be developed for the 2020-2021 school year Local Control and Accountability Plan (“LCAP”). Each of these goals addresses the unique needs of all students attending CSMS, including the numerically significant student subgroups. The metrics associated with these goals help CSMS to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP governing Camerado Springs Middle School is on file with the District and is also available on our website at <https://www.buckeyeusd.org>. CSMS will develop and annually update a CSMS LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. CSMS reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. CSMS shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by CSMS at the school site

CSMS affirms that its methods for measuring pupil outcomes for the State Priorities, as described in the LCAP, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

It is the goal that students at CSMS demonstrate the following upon graduation:

- Annual progress on state-mandated tests
- Mastery of the IB MYP standards
- Competency in state grade-level content and performance standards

It is the goal of CSMS to achieve the following schoolwide IB MYP outcomes:

- To facilitate independent learning
- To educate the whole child, focusing on tools and strategies that honor the development stages of the child
- To ensure that students are able to access and manipulate information to achieve learning, free of external prompting

The Charter School affirms that its methods for measuring pupil outcomes for the State

Priorities, as described in the table above, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

Assessments, Progress Reports and Report Cards

Camorado Springs Middle School will use multiple assessment measures to get an accurate picture of student learning, as no single measure tells the whole story. The data will not be a stand-alone summation of achievement but serve in a feedback loop that is integral to teaching and learning. Assessments of student learning will help CSMS do the following:

- Plan curriculum and instruction
- Evaluate teaching strategies for continuous improvement
- Identify individual student needs
- Provide students, teachers and parents with information useful in promoting
- Learning and development
- Monitor progress of individual students toward achievement of standards
- Monitor progress toward school-wide and subgroup targets

In the IB MYP, assessment is integral to all teaching and learning. MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each grade of the program. In order to provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies. In the MYP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent.

Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students' achievement levels against established assessment criteria. MYP internal (school based) assessment uses a best-fit approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically. The following activities will occur in order to reach this objective:

- Vertical teams will be created in curricular disciplines to perform pre-assessment analysis so as to assess and target year-to-year performance in the various disciplines.
- Learning goals and strategies will be shared with students at the beginning of the course.
- Opportunities for student self-assessment and peer assessment.
- Oral presentations including interviews, oral reports, role-playing, describing, explaining, summarizing, retelling, or paraphrasing as one more means of gauging student learning will be incorporated.
- Written work will be assigned to provide an opportunity for students to demonstrate their skills in expressing language through written communication.
- Student discussion groups will discuss their thought processes about questions and topic in pairs or small groups with representatives sharing their thinking with larger group (sometimes called think-pair-share).

- Students will be asked to summarize the main ideas they've taken away from a lecture, discussion, or assigned reading.

CSMS will also incorporate summative assessment to gain an understanding of what students have or have not learned in order to make responsive and targeted adjustments in teaching and learning at the end of each semester of course study. The following activities will be planned in order to reach this objective:

- Vertical and horizontal teams will be created from grade level to grade level in curricular disciplines to perform pre-assessment analysis so as to target year-to-year performance in the various disciplines.
- Teacher teams will meet and examine student data, determine mastery of key standards, and discuss differentiated instruction or interventions to address student needs.
- Performance will be assessed through a combination of assignments including, but not limited to: final exams, tests/quizzes, portfolios, reflective journals, group projects, research reports, expository essays, oral presentations, standardized tests, in-class writing.
- Coursework performance, assignments and other work such as tests, quizzes, lab reports, homework, etc., making year-to-year adjustments in teaching as a result of summative assessment data will be assessed.
- Learning goals will be shared with students at the beginning of the course.
- The school's board and staff will analyze the information gathered to make data-driven programmatic, governance and staffing decisions.

CSMS will be accountable to stakeholders by providing them with transparent information on student achievement; parent, student and teacher program satisfaction; financial stability; and more. CSMS will share school-wide accountability information with the school community, the larger community and charter authorizer via an annual report, the school website and school mailings.

CSMS will use data to establish, evaluate, and improve the education program and school policies. CSMS' process for data driven decision making will have an annual cycle, in conjunction with the Principal's data-reporting and analysis timeline. Each year and at benchmark intervals during the year, the Principal will review student assessment data and analysis of its implications for instruction. The Principal shall then make recommendations to the Board to address curriculum/textbook adoption, changes to instructional methodologies and practices, services and supports for student sub-groups, professional development, staffing, student performance goals and benchmarks, and related items. The Principal will involve staff in this process, as well as other stakeholders to assist in informing decision making.

Cameron Springs Middle School's grading policy reflects a standards mastery approach to student assessment and will be the same policy and report card format adopted by the Buckeye Union School District.

ELEMENT III: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement—California Education Code Section 47605(b)(5)(D)

AFFIRMATIONS

CSMS provides a signed list of affirmations at the beginning of this charter including but not limited to the following affirmations:

CSMS shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student or employee on the basis of any characteristic described in Education Code Section 220.

CSMS shall comply with all applicable federal, state and local laws applicable to its operation and will comply with the District guidelines and requirements for charter schools.

GOVERNANCE STRUCTURE

CSMS is a public school and is under the governance and policies of the Buckeye Union School District Board of Trustees.

The teachers in the Camerado Springs Middle School will report directly to the Principal of CSMS. The Principal of the CSMS will serve as the Director of CSMS or the District will appoint a designee. The Principal/Director of CSMS reports directly to the Buckeye Union Elementary District Superintendent. CSMS will be governed in the same manner as any school within the District, under the Buckeye Union Elementary District Board of Trustees.

The CSMS Site Council will include parents from CSMS and parents are encouraged to participate in the PTA/PTO that also operates on site. Annually, a CSMS Advisory Committee will be formed with members selected to provide input into the operation of CSMS School. This Advisory Committee will consist of parents, teachers, and administration. Meetings of this Committee will be scheduled twice during the first year of operation, and then may be scheduled annually to address goals, objectives, achievements, and the need for any redirection. Additional meetings may be scheduled as needed to respond to issues that arise during the operation of CSMS School. Any significant amendments to the Charter petition will first be discussed with CSMS Advisory Committee.

PARENTAL INVOLVEMENT

The CSMS Site Council will include parent representatives, who are encouraged to participate in the PTA/PTO that also operates on site. Annually, a CSMS Advisory Committee will be formed with members selected to provide input into the operation of CSMS School. This advisory committee will consist of parents, teachers, and administration. Meetings of this committee will be scheduled twice annually to address the site's Local Control Accountability Plan and other

issues of pertinence to CSMS. Additional meetings may be scheduled as needed to respond to issues that arise during the operation of CSMS School. Any significant amendments to the Charter petition will first be discussed with CSMS Advisory Committee.

CSMS offers a variety of parent service opportunities which may include: assisting in the classroom, chaperoning fieldtrips, fundraising activities, supporting the teachers with classroom preparation, etc.

Parent Participation

CSMS will encourage families to give of their time to promote the success of CSMS and its programs. CSMS will work with parents and administrators to develop parent involvement policies and strategies.

Parent Education

In addition to CSMS's commitment to student education, our organization feels strongly that educating and involving the parents of our students directly impacts student success. The more parents understand the IB MYP Programme and philosophy, the more buy-in and support the school and the students will receive.

Informing potential families is the initial step. Tours are scheduled regularly throughout the school year, and are more frequent prior to open enrollment. Principals spend over an hour with small groups of parents giving them an overview of the IB MYP curriculum and the charter program. Parents are then able to observe the students at work in their classrooms.

Throughout the school year, CSMS will use several strategies to consult on a regular basis with their parents/guardians and teachers regarding the school's education program including, but not limited to, such activities as:

- CSMS and Buckeye USD hold informational “coffee” and “evenings” throughout the year;
- CSMS and Buckeye USD special events;
- CSMS Newsletter;
- CSMS periodically surveys parents/guardians on topics of interest;
- Parents/guardians may communicate with the Principal and Vice-Principal at any time;
- Parents/guardians may address the Board through public comment or directly at Board meetings.

CSMS has and will continue to strive to ensure that parents/guardians are an integral part of the process to inform planning as the program assesses its needs for each school year.

ELEMENT IV: HUMAN RESOURCES

QUALIFICATIONS OF SCHOOL EMPLOYEES

Governing Law: The qualifications to be met by individuals to be employed by the School—California Education Code Section 47605(b)(5)(E)

Teachers employed by the Buckeye Union School District to teach at CSMS shall meet all California Credential requirements, as well as possess CLAD or equivalent certification for teaching English Language Learners.

PROFESSIONAL DEVELOPMENT

Recognizing the importance of staff development and teacher training, Buckeye Union provides numerous professional growth/orientation opportunities, to all teachers, throughout the year, including the following:

- Early release Wednesdays. These days are used for grade level and site-wide collaboration and professional development.
- District in-service days are provided 3 times per year.
- CSMS IB MYP specific professional development is made available, each year, based upon the needs and interests identified by the principal and teachers. In recent years, this has involved attending off-site trainings and working with an on-site consultant and visiting similar schools.

RETIREMENT BENEFITS

Governing Law: The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or federal social security—California Education Code Section 47605(b)(5)(K)

Employees assigned by the Buckeye Union School District to teach in CSMS will participate in STRS, PERS, or Social Security depending upon each individual's eligibility. Enrollment in these programs shall be monitored by the Business Department as part of the business service contract.

EMPLOYEE REPRESENTATION

Governing Law: A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. —California Education Code Section 47605(b)(5)(O)

The Buckeye Union School District shall be deemed the exclusive public school employer of the employees of CSMS for the purposes of the Educational Employment Relations Act (“EERA”). The Buckeye Union School District shall comply with the EERA.

RIGHTS OF SCHOOL DISTRICT EMPLOYEES

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. – Education Code Section 47605(b)(5)(M)

Any employee of the Buckeye Union Elementary School District who wishes to work in CSMS, as well as any newly hired staff of the Charter shall have all employment rights and privileges specified in the respective Association Contracts between CTA, CSEA, and the District. All procedures described in those respective contracts shall be adhered to within CSMS.

HEALTH AND SAFETY

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237—California Education Code Section 47605(b)(5)(F)

The Camerado Springs Middle School will follow the established standards of health and safety as commonly practiced in California public schools, and established within the Buckeye School District, including but not limited to:

- Seismic safety (structural integrity and earthquake preparedness)
- Building codes and zoning restrictions
- Natural disasters and emergency
- Federal requirements for school facilities, including the Americans with Disabilities Act
- Immunizations, health screenings, administration of medications
- Zero tolerance for use of drugs and/or tobacco
- The use of instructional supplies
- Staff training on emergency and first aid response
- Implementation of federal environmental laws

CSMS will operate on the Camerado Springs Middle School site (or other school site in Buckeye Union School District), and as such facilities are Field Act compliant. In addition, in accordance with California Education Code Section 44237, fingerprints shall be obtained on each new employee in order to obtain a criminal record summary from the Department of Justice.

Role of Staff as Mandated Child Abuse Reporters

Under California Penal Code Section 11165.7, all classified and certificated staff are

designated as mandated child abuse reporters and are directed to follow all applicable reporting laws, as outlined in the California Child Abuse and Neglect Reporting Act. Upon confirmation of employment, all CSMS staff shall be oriented to the provisions of the Act and shall provide written acknowledgement of and agreement to comply with the provisions of the Act.

TB Testing

CSMS certifies that applicable health record information has been obtained for all employees prior to initial employment as a requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees working in direct contact with students. Thereafter, the Charter School shall obtain proof of examination at least once each four years or at a frequency otherwise deemed necessary by the local health officer as provided for in Section 49406, for the duration of employee's or volunteer's service at the Charter School.

Immunizations

CSMS will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

CSMS will adhere to Education Code Section 49423 regarding administration of medication in school, which requires that a school nurse or other designated personnel administer medication, with appropriate documentation. CSMS requires a permission form to be signed by the parent/guardian and by the student's physician. CSMS will maintain trained personnel to assist in the administration of medication, as appropriate.

Vision/Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. CSMS shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the School.

Bloodborne Pathogens

The Charter School shall comply with state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace.

Whenever exposed to blood or other body fluids through injury or accident, students and staff will be directed to follow the latest medical protocol for disinfecting and waste disposal procedures.

Drug Free/Smoke Free Environment

CSMS shall maintain a drug and alcohol and smoke free environment. Upon confirmation of

employment, all CSMS staff shall be oriented to the provisions of this policy and shall provide written acknowledgement of and agreement to comply with said policy.

Emergency Preparedness

CSMS shall adhere to a School Site Safety Plan which contains emergency procedures which shall be tailored specifically to the needs of the campus site. This Plan includes, but is not limited to, the following responses: fire, flood, earthquake, threats, and biological or chemical release. This Plan also includes an evacuation plan, and general school safety, injury and illness prevention. CSMS School Site Safety Plan is on file with the Buckeye Union School District.

Facility Safety

CSMS shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. CSMS agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. CSMS shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Discrimination and Harassment Policies and Procedures

CSMS is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. CSMS implements a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Buckeye Union School District's discrimination and harassment policies.

DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter—California Education Code Section 47605(b)(5)(N)

Disputes Resolution Process

The Buckeye Union Elementary School District has adopted and implemented a Uniform Complaint Procedure which shall also be followed by CSMS. Other disputes arising, which are not appropriate to be addressed through the Uniform Complaint Procedure, shall be handled through the general procedures established by the District, including but not limited to: appealing to the District Superintendent and the District Board of Trustees, as appropriate.

ELEMENT V: *STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES*

STUDENT ADMISSIONS POLICIES AND PROCEDURES

Governing Law: Admission Requirements, if applicable-Education Code Section 47605(b)(5)(H)

CSMS shall admit all pupils who wish to attend the school up to capacity. The District reserves the right to determine capacity. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. CSMS will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition. CSMS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

Pupils will be considered for admissions without regard to the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

The application process is comprised of the following:

- Completion of a student enrollment form
- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate

Applications will be accepted during a publicly advertised open enrollment period each Spring for enrollment in the following school year. Following the open enrollment period each year applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, CSMS will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrollment in the following school year. If a student requires a special program, the same process will be followed to determine space availability.

Enrollment preferences in the case of a public random drawing shall be allowed in the following order:

- Students currently attending the Camerado Springs Middle School;
- Siblings of current students attending the Camerado Springs Middle School;
- Students who reside within the attendance boundaries for the Camerado Springs Middle School school site;

- Students who are children of current employees of the Buckeye Union School District;
- Student who reside within the attendance boundaries of the Buckeye Union School District; and
- All other applicants

At the conclusion of the public random drawing, all students who were not randomly selected due to capacity or which were not placed on a limited wait list shall remain on file in the event that there is a subsequent random lottery pull for that particular school year. The wait list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will the wait list carry over to the following school year.

NON-DISCRIMINATION

Governing Law: The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted—California Education Code Section 47605 (b)(5)(G)

Every student who attends CSMS attends on a voluntary basis. Therefore, the school is not designed to influence any racial or ethnic balances, and will be reflective of the community at large. Students within the Charter School shall have available to them bilingual education or other supplemental language instruction for students with limited English proficiency in the same manner as other students within the Buckeye Union School District.

PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. - Education Code Section 47605(b)(5)(L)

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend CSMS may attend the school within their school of residence according to District policy or at another school district or school within the District as directed by the District.

SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled—California Education Code Section 47605 (b)(5)(J)

CSMS shall exercise suspension and expulsion procedures according to the Board Policies and Administrative Regulations adopted by the Buckeye Union School District (BP 5144.1; AR's 5144.1 and 5144.2).

ELEMENT VI: REPORTING AND ACCOUNTABILITY BUDGETS AND CASH FLOW

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation- (Education Code Section 47605(g))

CSMS is a dependent charter and as such its budget/funding is reported in Fund 01 of the Buckeye Union School District. In December 2019, in compliance with Education Code EC 42131(a)(1) requirements, Assembly Bill (AB) AB 1200, and AB 2756, the Buckeye Union School District certified itself as positive for its 2019-2020 First Interim Report. Buckeye USD, including CSMS, will be able to meet all current obligations for the year. Based on the multi-year projections, the Buckeye USD, including CSMS, will also be able to meet all financial obligations for the next two subsequent fiscal years and at the same time maintain the required reserve for economic uncertainties. The Buckeye Union School District's 2019-2020 Second Interim report and multi-year projection are available on the District website.

FINANCIAL REPORTING

The District shall conduct financial reporting on behalf of CSMS, including:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Reports shall be in the format requested by the District, shall utilize any forms requested by the District, and shall contain any data requested by the District.

INSURANCE

The Buckeye Union School District shall finance and maintain general liability, workers compensation, and other necessary insurance on behalf of CSMS as is provided to all schools in Buckeye Union.

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the School are to be provided. (Education Code Section 47605(g)).

Administrative services will be provided by the Buckeye Union School District and be shared with the CSMS Site. This would include the front office staff, principal, and assistant principal. The Buckeye Union District Office would provide additional human resource, personnel, business, and curriculum and instruction support. CSMS would receive the same District Office supports as are provided to schools throughout Buckeye Union.

FACILITIES

Governing Law: The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. (Education Code Section 47605.6(b)(5)(D))

Currently, CSMS is located at 2480 Merrychase Drive, Cameron Park, California 95682.

INDEPENDENT FISCAL AUDIT

Governing Law: The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority—California Education Code Section 47605(b)(5)(I)

CSMS will facilitate an annual independent audit of the School's financial affairs. The Board will select and oversee an auditor with education audit experience who is listed in the Certified Public Accountants Directory Service ("CPADS") as active by the State Controller's Office. The Executive Director will make a recommendation to CSMS Board taking into consideration qualifications, experience, and cost of qualified auditors. CSMS Board shall make the final selection. CSMS shall follow recommended guidelines as to the frequency of changing lead auditors and/or auditing firms.

The audit will verify the accuracy of the School's financial statements, attendance and enrollment accounting practices and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the School along with the Standards and Procedures for Audits of California K-12 Local Educational Agencies as codified in the California Code of Regulations as applicable to charter schools. It is anticipated that the annual audit will be completed within four months after the close of the fiscal year. A copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller and to the CDE by December 15th each year. The Executive Director, along with an audit committee, will review any audit exceptions or deficiencies and report to CSMS Board with recommendations on how to resolve them. CSMS Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District, along with a reasonable timeline for the same. Audit appeals or requests for summary

review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law. In accordance with Education Code Section 47604.3, CSMS shall promptly respond to any reasonable inquiries of the District, County Superintendent of Schools, or Superintendent of Public Instruction including but not limited to inquiries regarding its financial records. The independent financial audit of the Charter School is a public record to be provided to the public upon request.

CLOSURE PROTOCOL

Governing Law: A description of the procedures to be used if the charter school closes- Education Code Section 47605(b)(5)(P)

The following procedures shall apply in the event CSMS closes. The following procedures apply regardless of the reason for closure.

The District would notify members of the Parent Advisory Committee about its intent to close CSMS, prior to bringing forward for a Board decision. Closure will be documented by official action of the Buckeye Union Board of Trustees. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. Closure initiated by the Buckeye Union Board of Trustees shall not take effect before the end of the normal school year.

Following the Board’s decision, the Superintendent will promptly notify parents and students of the Charter School, the District, and the El Dorado County Office of Education. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records.

As applicable, CSMS will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. CSMS will store original records of Charter School students in CSMS administrative offices until the closure of CSMS. No later than the date of closure, all pupil records of the School shall be transferred to the District. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, CSMS will prepare final financial records. Within six (6) months following the date of closure, final financial records shall be prepared and an independent audit completed. The Charter School will pay for the final audit. The audit will be prepared according to standards for public school audits by a qualified Certified Public

Accountant experienced in public school audits selected by CSMS and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

CSMS will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of CSMS, all assets of the CSMS, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and shall be distributed to the Buckeye Union School District. Any assets acquired from the District or District property will be promptly returned upon CSMS closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

ELEMENT VII: IMPACT ON THE DISTRICT

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. (Education Code Section 47605(g)).

POTENTIAL CIVIL LIABILITY EFFECTS

This statement is intended to fulfill the terms of Education Code Section 47605(g) and provides information regarding the proposed operation and potential effects of CSMS on the District. As a dependent charter, the District in most cases will remain liable for the debts and obligations of the CSMS School.

CONCLUSION

Camerado Springs Middle School has and will continue to provide a valuable alternative program option to the students and families of the Buckeye Union School District and surrounding communities. Camerado Springs Middle School is the only International Baccalaureate Middle School (6th-8th) Programme public school in El Dorado County, filling a unique niche and otherwise unmet need in our community. CSMS proposes to serve grades 6-8 in a program that builds on the success of the current middle school program in offering a 21st century International Baccalaureate Programme. CSMS is requesting a 5 year term of approval. The term of the charter would expire on June 30, 2025.

C CHARTER SCHOOL TEACHER APPROVAL SIGNATURE PAGE

CAMERADO SPRINGS MIDDLE SCHOOL International Baccalaureate (IB) Middle Years Programme * and A District Affiliated Charter School

The proposed charter school will be a conversion of the existing Camerado Spring Middle School to the Camerado Springs Middle School International Baccalaureate (IB) Middle Years Programme, a District affiliated charter school. A total of 50% of the permanent status teachers currently employed at the Camerado Springs Middle School site must agree to the contents of the attached charter school proposal, in order for the Buckeye Union School District to implement the charter school.

WE, THE UNDERSIGNED CREDENTIALLED TEACHERS, have read and agree to the contents of the attached charter school proposal dated February 2019. Our signatures indicate that we are meaningfully interested in teaching at this charter school.

Date	Print Name	Signature	Assignment
3/4/20	Cara Strausbaugh		SPED
3/4/20	Philip Scarry		Spanish
3-4-20	Kendra Wolfe		Sped
3/4/2020	Christine Falcone		conula
3/4/20	Crista Rawlings		Spanish
3/4/20	Kelsey Delvan		W/Lang & Ls
3/4/20	Nicholas Morton		Art
3/4/20	Scott Pieri		PE
3/4/20	Michael Bird		PE
3/4/2020	Jonah McCollum		Sped
3/4/2020	Natalie Orsak-Neff		Sped
2/4/2020	Robert Flowers		
3/4/2020	Amy Gargani		IB Coordinator
3/10/2020	Marcie Charlesworth		teacher
3/10/2020	Lisa Johnson		Teacher
3/10/2020	Sarah Sch		Teacher
3/10/2020	Amy Gargane		teacher
3/10/2020	Jinny Klein		Teacher
3/10/2020	Wendy Loucks		TEACHER
3/10/2020	Heidi McFarlin		teacher
3/11/2020	Tiffany Morgate		teacher
3/11/2020	Robin Thomas		Teacher
3/11/2020	Keli Schwagerus		Teacher
3/11/2020	Darcey Little		Teacher
3/11/2020	John Wheeler		teacher

BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #XIII.3.

ACTION: Revised Job Shares/Reduced Workloads/50% Leave of Absences

SITUATION:

Buckeye Teachers' Association contract, Article 13, requires board approval for job share requests. Teachers participating in job shares are granted a 50% leave of absence. Requests for new or continuing job shares/leaves of absence are annually due in writing by January 15th, however, the Board can consider late requests as well. The maximum number of job shares in the District must not exceed 10% of the total number of regular classroom teaching positions in the District, or 20% at any school site.

For 2019/2020, there were five job share pairs (5 FTE) who requested shared contracts. Of these, three teachers requested a Reduced Workload (Article 16, "Willie Brown Act"). In addition, we had one additional .60 FTE who requested a Reduced Workload.

For 2020/2021, there are 3 job share pairs (3 FTE) requesting shared contracts. In addition, we have one request to continue a .60 FTE on a Reduced Workload (Article 16, "Willie Brown Act").

PLAN:

Approve requests for all returning job shares and reduced workload participants. Due to fluctuations in enrollment and staffing, the District cannot confirm site assignments for job shares at this time. Site assignments will be made later in the spring/summer after more information about staffing needs is available.

FISCAL IMPACT:

The fiscal impact is an average of \$471.60 in salary for each part-time teacher due to required attendance at all in-service days. Approximately \$9,600 in additional health and welfare and STRS costs for each Reduced Workload participant.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends approval of all shared contract requests, including Reduced Workload requests, for the 2020/21 school year.

BUCKEYE UNION SCHOOL DISTRICT

REQUESTS FOR SHARED CONTRACT/REDUCED WORKLOAD FOR THE 2020/2021 SCHOOL YEAR

<u>Teacher</u>	<u>Current Site</u>
Kari Bunce	Silva Valley
Judy Holbrook	Silva Valley
Jenelle Carver	William Brooks
Alison Harnden	William Brooks
Heather Quintrall	William Brooks
Kate Van Dalen	William Brooks
Marcie Charlesworth*	Camerado Springs

***Ongoing Reduced Workload Participant**

BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #: XIII.4.

PUBLIC HEARING/ACTION: 2019-2020 Contract Opener Proposals from the California School Employees' Association, Chapter #683 to the Buckeye Union School District

ACTION ITEM: Approval of 2019-2020 Contract Opener Proposals from the California School Employees' Association, Chapter #683 to the Buckeye Union School District

SITUATION:

The California School Employees' Association, Chapter #683 will sunshine their initial contract openers to the Buckeye Union School District, for public inspection and comment. A public hearing will be conducted and then the proposals will be presented for Board approval. CSEA will present the specifics of its proposal for the 2019-2020 school year at the public hearing.

PLAN:

The plan is to have the Board conduct a public hearing, listen to public testimony, then request the Board accept the 2019/2020 initial contract opener proposals from the California School Employees' Association, Chapter #683 to the Buckeye Union School District.

FISCAL IMPACT:

None at this time.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board accept the 2019-2020 contract opener proposals from the California School Employees' Association, Chapter #683 to the Buckeye Union School District.

Initial Proposal
to
Buckeye Union School District
from
CSEA Buckeye Chapter 683

CSEA and its Buckeye chapter 683 propose to reopen the contract for the 2019-2020 school year, as follows:

Article 1.3 - Agreement - Update dates.

Article 3.6 - Probation - Modify language to reflect new law changes.

Article 4 - Maintenance of Membership. - Modify language to reflect Employee Orientation, access to new employees and Janus changes.

Article 9.4 - Hours and overtime - Modify language to reflect EdCode regarding lunches.

Article 10 - Pay and Allowances - CSEA requests the district provide a fair and equitable salary increase for all classified bargaining unit members who were employed on July 1, 2019.

Article 12 - Health and Welfare - CSEA would like to negotiate a change in Golden Handshake minimum years.

Article 13 - Leaves - CSEA would like to modify the language to add the new FMLA changes.

Article 15.3 - CSEA would like to modify the language to increase the number of vacation days.

Article 18 - Posting Vacancies - Modify the language to reflect new law.

CSEA would also like to add language regarding Extended School Year and ParaEducators.

Article 19.1 - Transfer and Reassignment - Modify Involuntary Transfer language.

Article 21 - Safety - CSEA would like to add language regarding communicable diseases, first aid training, etc.

Article 27 - Miscellaneous Provisions - Update dates.

BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #: XIII.5.

**PUBLIC HEARING/ACTION: 2019-2020
Contract Opener Proposals from Buckeye
Union School District to the California
School Employees' Association, Chapter
#683**

**ACTION ITEM: Approval of 2019-2020
Contract Opener Proposals from Buckeye
Union School District to the California
School Employees' Association, Chapter
#683**

SITUATION:

The Buckeye Union School District will sunshine their initial contract openers to the California School Employees' Association, Chapter #683, for public inspection and comment. A public hearing will be conducted and then the proposals will be presented for Board approval. The Buckeye Union School District proposes to open the following articles for the 2019-2020 CSEA Negotiations:

Article VIII Evaluation: The District has an interest in negotiating potential adjustments in timelines to the evaluation process.

Article X: Salaries: The District has an interest in negotiating potential adjustments in salary provisions consistent with the current language in the Agreement as applied to the LCFF and consistent with the following objectives and considerations:

- ▶ providing a total compensation package that fairly compensates classified staff when compared to similarly funded and nearby districts and is sustainable;
- ▶ providing a total compensation package that preserves the ability of the District to continue and sustain learning opportunities for students and working conditions for all staff;
- ▶ providing a total compensation package that fairly takes into consideration the significant unfunded increases in employer contributions to PERS; and
- ▶ ensuring a wise use of resources which will maintain a balanced budget and prudent reserve;

PLAN:

The plan is to have the Board conduct a public hearing, listen to public testimony, then request the Board approve the 2019-2020 initial contract opener proposals from the Buckeye Union School District to the California School Employees' Association, Chapter #683.

FISCAL IMPACT:

None at this time.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board approve the 2019-2020 contract opener proposals from Buckeye Union School District to the California School Employees' Association, Chapter #683.



BOARD OF TRUSTEES

Brenda Hanson-Smith, Ph.D., Winston Pingrey, Kirk Seal, Gloria Silva, Jon Yoffie

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www.buckeyeusd.org

DATE: March 18, 2020

TO: Buckeye Union School District Governing Board
California Schools Employees Association, Chapter #683

FROM: Dr. David Roth, Superintendent

SUBJECT: Response/Initial Proposal of the Buckeye Union School District to the California School Employees Association Initial Proposal for the 2019-2020 School Year

As described in California Government Code Section 3547, the Buckeye Union School District presents its initial proposal for a successor collective bargaining agreement to the 2017-2020 Contract between the District and the California School Employees' Association, Chapter #683,. The District presents this initial proposal to enable members of the public to be informed about the issues that will be negotiated and to have an opportunity to express their views on the issues.

The District proposes to continue the provisions of our current 2017-2020 Agreement with the California School Employees' Association, Chapter #683, in effect except as may be modified in Interest-Based negotiations through mutual exploration of the parties' respective interests. To that end, the District desires to negotiate changes to the language of the existing expired collective bargaining agreement between the District and CSEA as follows:

1. Article I: Agreement: The District has an interest in negotiating a new Term of July 1, 2020 through June 30, 2023.
2. Article VIII Evaluation: The District has an interest in negotiating potential adjustments in timelines to the evaluation process.
3. Article X: Salaries: The District has an interest in negotiating potential adjustments in salary provisions consistent with the current language in the Agreement as applied to the LCFF and consistent with the following objectives and considerations:
 - ▶ providing a total compensation package that fairly compensates classified staff when compared to similarly funded and nearby districts and is sustainable;
 - ▶ providing a total compensation package that preserves the ability of the District to continue and sustain learning opportunities for students and working conditions for all staff;
 - ▶ providing a total compensation package that fairly takes into consideration the significant unfunded increases in employer contributions to PERS; and
 - ▶ ensuring a wise use of resources which will maintain a balanced budget and prudent reserve;

The District puts forth this proposal with a desire to negotiate in a collaborative manner which supports each party's good faith efforts to brainstorm, respectfully listen to each view presented and to focus on developing mutually beneficial agreements based on the needs, desires and concerns important to each side.

BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #: XIII.6.

PUBLIC HEARING/ACTION ITEM: 2019/2020 and 2020/2021 Settlement Between the Buckeye Union School District and the Certificated Site Management, Certificated District Office Management, Classified Management and Confidential Employee Groups; including Disclosure Statement

SITUATION:

Buckeye Union School District and the Certificated Site Management, Certificated District Office Management, Classified Management, and Confidential employee groups have reached a tentative the 2019-2020 and 2020-2021 school years. Specifically, the parties have agreed to improve the 2018-2019 salary schedule for the 2019-2020 school year by 1.0% retroactive to July 1, 2019. In addition, the parties reached agreement for the 2020-2021 school year, improving the 2019-2020 salary schedule by an additional two percent (1.0%) retroactive to July 1, 2019.

On a separate, but related note, a salary schedule discrepancy has been identified in the Confidential Employee Group salary schedule, when compared to the position of Accountant I (Payroll). The Confidential Employee Group Salary schedule has been revised to address the discrepancy and bring parity between the two groups in years 17-29 of employment.

PLAN:

The plan is to have the Board review and approve the settlement between the Buckeye Union School District and the Certificated Site Management, Certificated District Office Management, Classified Management and Confidential employee groups for the 2019/2020 and 2020/2021 school year, which includes the 2.0% two-year improvement to the current salary schedule in effect and the Disclosure Statement.

FISCAL IMPACT:

The fiscal impact of adopting the 2019/2020 and 2020/2021 settlement, including the 2.0% improvement to the current salary schedule is approximately \$84,128.00 (including Step and Column movement and statutory benefits). The fiscal impact of addressing the Confidential Employee Group Salary schedule is approximately \$3,900.

LONG RANGE GOAL:

District Goal #2: Maintain Fiscal Integrity & Accountability of the District

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board approve the 2019-2020 and 2020-2021 settlement between the Buckeye Union School District and the Certificated Site Management, Certificated District Office Management, Classified Management and Confidential employee groups as presented, including the Disclosure Statement.

DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT
In Accordance with AB1200 (Statutes of 1991, Chapter 1213); G.C. 3547.5; CCR, Title V, Section 15449

SELECT DISTRICT HERE:

Buckeye School District

The proposed agreement is a TWO (2) year agreement that covers the period beginning 7/1/2019 and ending 6/30/2021, and will be acted upon by the Governing Board at its meeting on February 19, 2020. The General Fund is impacted as follows. Impact on other funds is addressed in the narrative.

Bargaining Unit Group

Certificated
 Classified
 Confidential/Management
 Other

Check one by marking with "x"	Cost of 1% *
N/A	\$ -
N/A	\$ -
X	\$ 40,818
N/A	\$ -

* includes salary and related benefits, e.g. STRS, PERS, Workers Compensation, Unemployment

A. Proposed Change in Compensation

	Compensation	\$ Fiscal Impact of Proposed Agreement			%		
		Year 1 FY -	Year 2 FY -	Year 3 FY -	Year 1 FY -	Year 2 FY -	Year 3 FY -
1	Salary Schedule - Increase(Decrease)	33,613	33,949	-	0.82%	0.83%	0.00%
2	Step and Column - Increase (Decrease) due to movement plus any changes due to settlement	-	1,488		0.00%	0.04%	0.00%
3	Other Compensation (complete description below)	-	-		0.00%	0.00%	0.00%
4	Statutory Benefits - Increase (Decrease) in STRS, PERS, FICA, WC, UI, Medicare, etc. (may be included in costs above or shown separately)	7,614	7,464		0.19%	0.18%	0.00%
5	Health/Welfare Benefits - Increase (Decrease)	-	-		0.00%	0.00%	0.00%
6	Total Compensation	41,227	42,901	-	1.01%	1.05%	0.00%
7	Total Number of Represented Employees	34	34				
8	Total Compensation Average Cost per Employee - Increase (Decrease)	1,220	1,262	-			

9 Other Compensation - Increase (Decrease)
 (Stipends, Bonuses, etc.) Provide Description Below

None - Not Applicable

10 Were any additional steps, columns, or ranges added to the schedules?

YES

NO

If YES, please explain below

With respect to the Confidential Salary Schedule, Steps 26, 27, 28 and 29 were added so as to bring it in alignment with the 29-Step Classified Salary Schedule. No fiscal impact is anticipated during the term of this Settlement.

11 Does this bargaining group have a negotiated cap for Health and Welfare benefits?

YES

NO

If YES, please indicate the cap amount.

Varies

Monthly

Provided by the office of Ed Mamansala, El Dorado County Superintendent of Schools

Revised March 2016

- A. Proposed change in compensation.** Provide a brief narrative of the proposed change in compensation, including percentage change(s), effective date(s), and comments and explanations as necessary

The District is agreeing to a two (2) year contract with 2% (compounded with 1% for 2019-2020 and 1% for 2020-2021) being added to the salary schedule in the 2019-2020 year, retroactive to July 1, 2019. The term of the agreement will cover both the 2019-2020 and 2020-2021 fiscal years, but will be implemented in the current fiscal year.

- B. Proposed negotiated changes in non-compensation items** (e.g. class size adjustments, staff development days, teacher prep time, etc.)

None - Not Applicable

- C. What are the specific impacts on instructional and support programs to accommodate the settlement?** Include the impact of non-negotiated changes such as staff reductions and program reductions/eliminations.

None - Not Applicable

- D. What contingency language is included in the proposed agreement?** Include specific areas identified for reopeners, applicable fiscal years, and specific contingency language.

None - Not Applicable

- E. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.**

None - Not Applicable

- F. Will this agreement create, or increase an operating deficit in the current or subsequent year(s)?** An operating deficit is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

This agreement will increase the operating deficit in the current and concurrent fiscal years.

- G. Source of funding for proposed agreement.**

Current year:

The District will rely on LCFF revenues in the current and all concurrent years to cover the cost of the agreement.

How will ongoing cost of the proposed agreement be funded in future years?

See above.

If multi-year agreement, what is the source of funding, including assumptions used, to fund these obligations in future years? (Remember to include compounding effects in meeting obligations).

The District will rely on LCFF revenues in the current and all concurrent years to cover the cost of the agreement.

For multi-year agreements, please provide a multi-year financial projection covering the term of the agreement. Include all assumptions used in the projections enrollment growth, COLA, deficits, etc.

- H. Describe the financial impact on other funds affected by the proposed settlement - consider Cafeteria, Adult Education, Deferred Maintenance**

None Noted - Not Applicable

I. Impact of Proposed Agreement on Current Year Unrestricted Reserves

1. State Reserve Standard (after impact of Proposed Agreement)

a. Total expenditures, transfers out, and uses (including cost of proposal)	\$ 47,596,839
b. State Standard Minimum EUR Percentage for this district	2.00%
c. State Standard Minimum EUR amount for this district	\$ 951,937
<i>(greater of line 1-c or \$65,000 for districts w/less than 100 ADA)</i>	

2. Budgeted Unrestricted reserve (after impact of Proposed Agreement)

a. General Fund budgeted Unrestricted EUR	\$ 1,427,905.00
b. General Fund budgeted Unrestricted Unappropriated amount	\$ 475,968
c. Special Reserve Fund budgeted EUR	\$ -
d. Special Reserve Fund budgeted Unappropriated amount	\$ -
e. Total District budgeted Unrestricted reserves	\$ 1,903,873

3. Do Unrestricted reserves meet the state minimum standard amount?

Yes

☒

No

☐

Disclosure of Collective Bargaining Agreement

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IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

In accordance with E.C. 42142

Date of governing board approval of budget revisions in Col. 2 12/15/19 (19-20 First Interim)

If the board approved revisions are different from the proposed revisions in Col. 2, provide an updated report upon approval of the district governing board.

Current Year 1: 2019-2020

	(Col. 1) Latest Board- approved budget before settlement (as of 12/15/19)	(Col. 2) Revisions Necessary as a result of proposed settlement	(Col. 3) Other Revisions	(Col. 4) Total impact on budget (col. 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	40,273,387	-	-	\$ 40,273,387
Remaining Revenues (8100-8799)	6,047,671	-	-	\$ 6,047,671
TOTAL REVENUES	46,321,058	-	-	\$ 46,321,058
EXPENDITURES				
1000 Certificated Salaries	21,082,769	48,680	-	\$ 21,131,449
2000 Classified Salaries	7,415,393	18,883	-	\$ 7,434,276
3000 Employee Benefits	12,216,166	15,078	-	\$ 12,231,244
4000 Books and Supplies	2,497,796	-	-	\$ 2,497,796
5000 Services and Operating Expenses	3,989,850	-	-	\$ 3,989,850
6000 Capital Outlay	-	-	-	\$ -
7000 Other	312,224	-	-	\$ 312,224
TOTAL EXPENDITURES	47,514,198	82,641	-	\$ 47,596,839
OPERATING SURPLUS (DEFICIT)	(1,193,140)	(82,641)	-	\$ (1,275,781)
Other Sources and Transfers In	-			\$ -
Other Uses and Transfers Out	-			\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND				
BALANCE	(1,193,140)	(82,641)	-	\$ (1,275,781)
BEGINNING BALANCE	\$ 8,225,322			\$ 8,225,322
ENDING BALANCE	\$ 7,032,182			\$ 6,949,541

IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS
In accordance with E.C. 42142

Year 2: 2020-2021				Year 3: 2021-2022			
(Col. 5) Latest Board- approved MYP before settlement	(Col. 6) Revisions Necessary as a result of proposed settlement	(Col. 7) Other Revisions	(Col. 8) Total impact on budget (col. 5+6+7)	(Col. 9) Latest Board- approved MYP before settlement	(Col. 10) Revisions Necessary as a result of proposed settlement	(Col. 11) Other Revisions	(Col. 12) Total impact on budget (col. 9+10+11)
\$ 40,243,585			\$ 40,243,585.00	\$ 41,352,533			\$ 41,352,533.00
\$ 5,979,162			\$ 5,979,162.00	\$ 5,937,829			\$ 5,937,829.00
46,222,747	-	-	\$ 46,222,747.00	47,290,362	-	-	\$ 47,290,362.00
\$ 21,535,617	\$ 876		\$ 21,536,493.24	\$ 21,999,174			\$ 21,999,174.00
\$ 7,527,741	\$ 340		\$ 7,528,080.89	\$ 7,641,774			\$ 7,641,774.00
\$ 12,818,083	\$ 271		\$ 12,818,354.40	\$ 12,957,271			\$ 12,957,271.00
\$ 2,035,296			\$ 2,035,296.00	\$ 2,090,296			\$ 2,090,296.00
\$ 3,289,850			\$ 3,289,850.00	\$ 3,289,850			\$ 3,289,850.00
\$ -			\$ -	\$ -			\$ -
\$ 312,224			\$ 312,224.00	\$ 312,224			\$ 312,224.00
47,518,811.00	1,487.54	-	\$ 47,520,298.54	48,290,589.00	-	-	\$ 48,290,589.00
(1,296,064.00)	(1,487.54)	-	\$ (1,297,551.54)	(1,000,227.00)	-	-	\$ (1,000,227.00)
\$ -			\$ -				\$ -
\$ -			\$ -				\$ -
(1,296,064)	(1,488)	-	\$ (1,297,551.54)	(1,000,227)	-	-	\$ (1,000,227.00)
\$ 7,032,182			\$ 6,949,541.00	\$ 5,736,118			\$ 5,651,989.46
\$ 6,529,248			\$ 5,651,989.46	\$ 4,735,891			\$ 4,651,762.46

Certification No. 1

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of _____ Buckeye School District _____, hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the Buckeye Confidential/Management _____ Bargaining Unit, during the term of the agreement from July 1, 2019 _____ to June 30, 2021 _____.

- ☐ The budget revisions necessary to meet the costs of the agreement in year of its term are reflected on pages 5 & 6 of this document.
- ☐ N/A - No budget revisions necessary.

District Superintendent (Signature)

Date

Chief Business Official (Signature)

Date

Certification #2

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the *Public Disclosure of Proposed Bargaining Agreement* in accordance with the requirement of AB 1200 and Government Code Section 3547.5.

District Superintendent or Designee (Signature)

Date

Jackie McHaney

530-677-2261

Contact Person

Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on _____ March 18, 2020 _____, took action to approve the proposed agreement with the Bargaining Unit.

President (or Clerk), Governing Board (Signature)

Date

LEA

Black Oak Mine Unified School District	3%
Buckeye School District	2%
Camino School District	4%
El Dorado High School District	3%
Gold Oak School District	4%
Gold Trail School District	4%
Indian Diggings School District	0%
Lake Tahoe Unified School District	3%
Latrobe School District	5%
Mother Lode School District	3%
Pioneer School District	4%
Placerville School District	3%
Pollock Pines School District	4%
Rescue School District	3%
Silver Fork School District	0%

BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #:XIII.7.

ACTION: Adoption of the Positive Certification of Fiscal Year 2019-2020 Second Interim Report for the Period Ending January 31, 2020 and Approval of Budget Revisions

SITUATION:

Interim budget reports provide a snapshot of a district's financial condition during the fiscal year. The Governing Board of a school district certifies the district's financial condition to the County Office of Education through these reports. The Second Interim report illustrates a district's financial condition and projections as of January 31. Budget revisions are necessary to update the budget for changes in revenue and expenditure assumptions or estimates. Attached is a summary of the revisions needed. A detailed listing is available for review in the District Office.

PLAN:

The plan is to have the Board approve the budget revisions required so that the budget will reflect the updated projections included in the Second Interim Report. By doing this the Buckeye Union School District certifies that it is positive; the district will meet its financial obligations in the current and subsequent two fiscal years.

FISCAL IMPACT:

On January 10, 2020, Gov. Brown released his 2020-2021 budget proposal. The release of the Governor's budget begins the six-month process of enacting a new state spending plan. As of Second Interim, there are no changes in factors for the 2019-20 fiscal year. However, the proposed State Budget will affect multiyear projection factors. Projected COLAs for 2019-20 and 2020-21 budget proposal will require the District to adjust the 2020-21 cost of living adjustment (COLA) downward from prior projections to 2.29% and the 2021-22 COLA downward to 2.71%. Based on the information available, we have adjusted the District's financial report and find that the Buckeye Union School District will be able to meet all financial obligations in the current year and subsequent two years. The District is also currently in the process of developing and updating its three-year Local Accountability Plan ("LCAP") for adoption with the 2020-2021 budget.

LONG RANGE GOAL:

District Goal #2: Maintain Fiscal Integrity & Accountability of the District

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board adopt a positive certification for the Second Interim reporting period and approve the required budget revisions.

BUCKEYE UNION SCHOOL DISTRICT

Second Interim Report



A LOOK *at the* **BUDGET**

Financial Report as of January 31, 2020
Presented: March 18, 2020

Background

The California Education Code, as updated by AB1200 and AB2756, requires school districts to report on their financial condition at the time of budget adoption and after closing the books with the unaudited actuals. Two interim reports are also required during the Fiscal Year. The Second Interim report illustrates a district's financial condition and projections as of January 31st as well as budget revisions based on expenditure and revenue trends and other available information. Current year actual financial data has been updated to reflect state and federal apportionments and expenditures as well as local funding sources. As a result of the update, the budget estimates provided should be closer aligned to data presented later in the year at year-end close.

The following is a summary of the financial position of the Buckeye Union School District as of January 31, 2020. The Governing Board of a school district certifies the district's financial condition to the County Office of Education through these reports. Based on the information contained in the enacted 2019-20 California State budget and the financial information provided in the interim reports, the Buckeye Union School District certifies the District's financial position is positive; the District will meet its financial obligations in the current and subsequent two fiscal years.

For ease and clarity, I have summarized within this report the activities and position of each fund and included detailed analysis of items of particular interest. Original state reports are available in the district office and can be forwarded to you upon request.

2019-2020 Enacted State Budget & 2020-2021 Proposed State Budget

Governor Gavin Newsom's budget proposal for 2020-21 continues to build reserves and promotes a more effective government that can withstand a downturn in the economy, as well as emergencies and disasters. The State is prepared for an economic downturn with reserves of \$21 billion. Nevertheless, managing a recession will be challenging, as the State estimates even a moderate recession could result in revenue declines of nearly \$70 billion, and a budget deficit of over \$40 billion over three years.

The release of the Governor's budget begins the six-month process of enacting a new state spending plan. The Governor's 2020-21 budget proposal will require LEAs to adjust the 2020-21 cost of living adjustment (COLA) downward from prior projections to 2.29% and the 2021-22 COLA downward to 2.71%. Special education funding consolidates 2019-20 funding into 2020-21 base rates pursuant to a new funding formula, while adding restrictive language into the additional 2020-21 one-time funding for early intervention activities. Access for LEAs to one-time funding for professional development, community schools, and opportunity grants requires evaluation. The majority of the surplus in the 2020-21 budget proposal is devoted to one-time spending. This approach enables the State to make significant investments in critical areas while also maintaining reserves.

Proposition 98 Funding: The Governor's proposal set Proposition 98 funding for 2020-21 at \$84 billion, which represents an increase of \$2.9 billion or 3.6% from the 2019-20 budget.

LCFF Cost-of-Living-Adjustment (COLA): The budget proposal contains an additional \$1.2 billion of Proposition 98 funding for the LCFF, which reflects a 2.29% COLA and brings total LCFF funding to \$64.2 billion. Illustrated below is a comparison of the COLA percentages between the proposed budget and previous estimates provided by the State at first interim.

Description	2019-20	2020-21	2021-22
Annual COLA (LCFF) – Estimates – 1 st Interim	3.26%	3.00%	2.80%
Annual COLA (LCFF) – Proposed Budget	3.26%	2.29%	2.71%

Other Governor Budget Proposals: Illustrated below is a summary of other components of the Governor’s budget proposal:

Budget Component	Description
Recruitment and Professional Development	<ul style="list-style-type: none"> \$900M for teacher training and recruitment relating to working in a high-needs field at a priority school; classroom educator training and resources; and professional learning opportunities
Expanded Supports and Services for the State’s Neediest Schools	<ul style="list-style-type: none"> \$300M for one-time grants and technical assistance to prepare and implement improvement plans at the State’s lowest-performing schools
Community School Grants	<ul style="list-style-type: none"> \$300M of one-time funds for competitive grants to develop community school models with innovative partnerships that support mental health and the whole child (separate from County Operated Court and Community Schools)
Special Education	<ul style="list-style-type: none"> \$645M of ongoing funding towards a revised special education base funding formula using a three-year rolling average of the LEA’s ADA, including districts, charters and COEs, while continuing to allocate funding to SELPAs. May yield between \$640 and \$680 per ADA. \$250M of additional ongoing funding for children ages 3 to 5 years with exceptional needs, for a per-pupil rate of \$4,570, towards increased or improved services \$500,000 in one-time funding for a study of the current SELPA governance and accountability structure, and \$600,000 in one-time funding for two workgroups to study improved accountability for special education service delivery and student outcomes \$4M in one-time funding for dyslexia research and training
Early Childhood Education	<ul style="list-style-type: none"> Creation of the Department of Early Childhood Development under the Health and Human Services agency, effective July 1, 2021 2.29% increase for State reimbursement rates for child-care and preschool \$50M of ongoing funding from the Cannabis Fund to support over 3,000 general child-care slots previously funded with general fund sources \$10.3M from Cannabis funding to increase general child-care slots by 621 \$75M in Proposition 98 general funds to expand the Inclusive Early Education Expansion Program, which provides funding to LEAs to construct or modify preschool facilities to serve students with exceptional needs or severe disabilities
Computer Science Education Access	<ul style="list-style-type: none"> \$15M for grants to LEAs to help 10,000 teachers earn a supplementary computer science authorization on their credential \$2.5M for a COE to act as a repository of computer science resources, and \$1.6M to create a new UC Subject matter Project in computer science and fund one cohort of 1,200 educators to participate
School Nutrition	<ul style="list-style-type: none"> \$60M of ongoing funds and \$10 million in one-time funds to train food service workers to promote healthier meals

K-12 One-Time and Block Grant Mandate Funding

Similar to 2019-20, the Governor's proposal for 2020-21 does not include any one-time mandate funding. While the Mandate Block Grant funding remains unchanged in 2019-20 at \$32.18 (K-8) and \$61.94 (9-12) per ADA, the reduced COLA for the 2020-21 and 2021-22 years impacted the grant relative to estimates provided at First Interim. Funding for those years is now estimated at \$32.92 and \$33.81 per K-8 ADA.

Federal Funding

The federal government passed a \$1.4 trillion federal spending package that includes increased funding for educational programs; bringing education funding nationally to \$72.8 billion. California receives approximately 10% of this funding. This package sets federal funding levels through September 2020 (the end of the federal fiscal year), and impacts school district awards for the 2020-21 fiscal year. Among the largest increases are spending levels for Title I, the Individuals with Disabilities Education Act (IDEA), and investments in various early childhood programs including Head Start and the Child Care and Development Block Grant. The actual impact to districts will be determined at a future date.

The current administration recently released its budget proposal for fiscal year 2021-22, which includes an overall spending reduction of \$6.1 billion or an 8.4% cut to the US Department of Education from last year. The K12 area of the budget proposal would consolidate 29 programs including Title I, II-A, III English Learners and IV-A into one block grant to states called the Elementary and Secondary Education for the Disadvantaged (ESED) Block Grant. The new block grant represents an almost 20% cut in K-12 spending. The proposal would consolidate nearly all existing K-12 formula and competitive grants programs into a single \$19.4 billion fund. The total appropriations for these individual programs last year was over \$24 billion. Specific details on the exact funding formulas, allowable uses of the funds, existing set asides, and fiscal requirements that would be applicable to the proposed block grant were not outlined in the budget proposal.

Pension Contribution Rates

The 2019-20 State budget included some pension relief for public education employers; specifically, a \$3.15 billion non-Prop. 98 general fund payment on behalf of employers to CalSTRS and the CalPERS Schools Pool. Of this amount, approximately \$850 million will buy down the employer contribution rates in 2019-20 and 2020-21.

The remaining \$2.3 billion will be paid toward the employers' long-term unfunded liability for both systems. Overall, this payment is expected to save employers \$6.9 billion over the next three decades. The CalSTRS employer contribution rates are 17.1% in 2019-20, 18.4% in 2020-21 and 18.1% in 2021-22. The CalPERS Schools Pool employer contribution rates are 19.721% in 2019-20, 22.8% in 2020-21 and 24.9% in 2021-22. These rates are very similar to those estimated at first interim.

Routine Second Interim Budget Adjustments

In addition to the non-routine items noted above, the District reviews all of its accounts and has adjusted its Second Interim budget projections to reflect the following:

- Based upon current enrollment data, the District adjusted its revenue accounts that are based on Average Data Attendance (ADA). Start-of-school enrollment is materially different from budget projections, so revenues have been recalculated based upon updated ADA projections.

DESCRIPTION	TRADITIONAL AND CHARTER
2019-2020 Budgeted ADA	Average Daily Attendance (ADA) is estimated at 4,535.65 (3,748.10 Traditional, 755.64 Charter, and 31.91 County Program ADA), which is lower than BUSD's 2018-19 ADA. Due to a decline in enrollment the funded ADA will be based on the prior year adjusted ADA of 4,697.59 (3,910.04 Traditional, 755.64 Charter, and 31.91 County Program ADA)
2019-2020 SECOND INTERIM ADA ADJUSTMENT	As of 12/10/19 ADA is estimated at 4,552.80 (3,764.12 Traditional, 756.80 Charter, and 31.88 County), which is lower than 2018-2019. As a result, the funded ADA for the traditional program will be based on prior year adjusted ADA in the 2019-2020 budget. Revenues have been recalculated based upon updated ADA projections.

- Categorical revenue accounts are updated to most recent information received from the state and federal governments. Corresponding expenditure accounts are also adjusted accordingly.
- Indirect costs are updated to reflect changes in total estimated expenditures.
- Other income accounts are analyzed and adjusted to reflect year-to-date receipts and estimated year-end amounts.
- Revenues and expenditures of programs that supported by contributions from the General Fund are updated to current projections and adjusted accordingly.
- Salary and benefit accounts are adjusted to reflect updated staffing levels and changes to benefit costs. All budgets reflect the most current negotiated agreements with employee bargaining units.
- All expenditure accounts analyzed and adjusted to reflect year-to-date expenditures and estimated expenditures to finish the year.
- Carryovers from prior year budgets are adjusted accordingly.

Pension Costs

Pensions have been one of the fastest-rising costs in school budgets. Before passage of the new rates, districts statewide paid \$2.8 billion in 2013-14 to CalSTRS and CalPERS. Four years later, those costs had nearly doubled. Districts, the State and certificated and classified employees share pension costs, although districts are responsible for the largest portion. Contribution rates are calculated as a percentage of total employee payroll. Illustrated below are the projected STRS and PERS Employer Rates:

Planning Factor	2019-20	2020-21	2021-22
STRS Employer Rate	17.10%	18.40%	18.10%
PERS Employer Rate	19.72%	22.80%	24.90%

Reserves

District Reserve Requirements (Senate Bill 858): The 2014 State Budget Act and the passage of Proposition 2 in November 2014 established a hard cap on district reserves, if all of the following conditions are met:

- The Proposition 98 maintenance factor must be fully repaid; and
- Proposition 98 must be funded based on Test 1; and
- Proposition 98 provides sufficient funds to support enrollment growth and the statutory COLA; and
- A deposit must be made into the Proposition 98 reserve when capital gains revenues exceed 8% of General Fund revenues.

Existing law specifies that in any fiscal year immediately following a year in which a transfer of any amount is made to the Public School System Stabilization Account, a district's assigned or unassigned fund balance (including Fund 01 and Fund 17) may not exceed two times the reserve for economic uncertainty (three times the reserve for economic uncertainty for districts with more than 400,000 ADA).

Currently, the District reserve cap is not activated in 2019-20 and is not expected to be activated in 2020-21. The likelihood of the reserve cap being activated in future years remains low. The required reserve for economic uncertainty represents only a few weeks of payroll for most districts. Prudent reserves afford districts and their governing boards time to thoughtfully identify and implement budget adjustments over time. Inadequate reserves force districts to react quickly, often causing significant disruption to student programs and employees. As a result, County offices as well as District staff continue to reinforce the need for reserves in excess of the minimum reserve for economic uncertainty.

Cash Management

Even though the LCFF is projected to bring fiscal relief to LEAs, cash management is also still essential. To date, the District has only borrowed internally for cash, relying on other funds in the District that have cash balances to wait out the time when the EPA funds will be received. Staff is closely watching cash balances and is taking the necessary steps to ensure that the District is able to meet its financial obligations.

Education Protection Account (EPA) Funds

As a reminder, Proposition 30 provides for a [personal income tax](#) increase for California residents with an annual income over \$250,000, including capital gains revenue. Capitol gains revenues are the state's most volatile revenue source, and even absent a recession,

a stock market correction or extended decline could significantly reduce the state's revenue and thus reduce Prop. 30 funding to school districts.

Proposition 30, requires a special accounting for Education Protection Account ("EPA") funds. Basically, these funds are deposited and distributed from a special account established by the initiative. Expenditure determination of these funds shall be made in open session of a public meeting of the district or charter school governing board or body and shall not include the use any of the funds for salaries or benefits of administrators or any other administrative costs. Each school district is required to annually publish on its web site an accounting of how much money was received from the Education Protection Account and how that money was spent. The District has adopted its EPA Expenditure Resolution and has posted an accounting for these funds on its website.

Positive Certification

While the District certifies itself as positive, it is important to remember that there are many unpredictable factors affecting revenues and expenditures and the Second Interim Report is based on the best information available at the time the financial reports are approved. The Second Interim Report, therefore, should be considered a "snapshot in time" of the financial plan of the District on the date it is adopted. As the school year progresses, variables change which may require the District to make revisions to its current and multi-year projections. Staff closely monitors these variables throughout the fiscal year to ensure fiscal solvency.

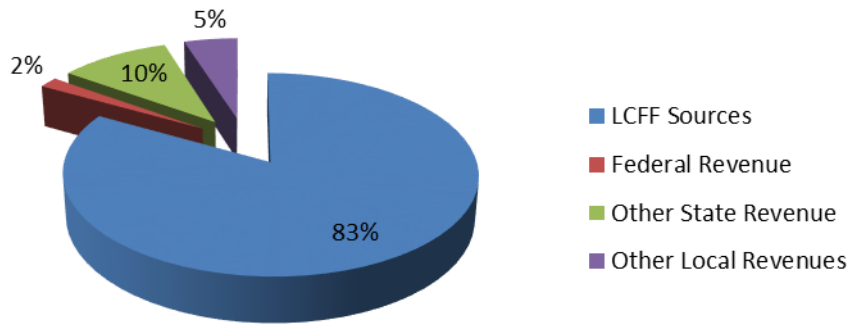
Financial Analysis of the General Fund* *Unrestricted & Restricted Revenue and Expense

REVENUE

The District receives funding for its general operations from various sources. A summary of the major funding sources for 2019-2020 is illustrated below:

Description	Unrestricted	Combined
LCFF Revenue	\$40,229,224	\$40,229,224
Federal Revenues	\$50,000	\$855,173
Other State Revenues	\$1,289,619	\$4,935,498
Other Local Revenues	\$514,814	\$2,387,118
Transfers In	\$0	\$130,000
TOTAL	\$42,083,657*	\$48,407,013

Total General Fund Revenues



Revenue: Revenue has been revised to include full funding under the Local Control Funding Formula in the current and subsequent years. For Fiscal Year 2019-20 the total funded LCFF Revenue is approximately \$40,229,224. Projected LCFF funding for Fiscal Year 2020-21 and Fiscal Year 2021-22 is \$39,853,659 and \$40,897,311, respectively.

Summary of Unrestricted Revenue Changes:

	Amount	Explanation
LCFF Revenue	(\$181,792)	Reflects recalculation of LCFF Entitlement based on current enrollment
Federal	(12,455)	Reflects projected decrease to Medical Billing revenues
Other State	\$393,666	Reflects increase of Mental Health One-Time funds \$402,024, Mandated Costs \$3,807 and a decrease to Unrestricted Lottery Projection (\$12,165)
Local Revenues	30,000	Reflects increased projection of interest income
TOTAL	\$229,419	

Summary of Restricted Revenue Changes:

	Amount	Explanation
LCFF Revenue	-	No Adjustment
Federal	\$12,457	Reflects recalculation of Title I, II, III and IV entitlements; Reflects recalculation of Federal Special Education entitlement
Other State	\$1,683,344	Reflects adjustment for Prop. 20 Lottery (\$12,165) and the adjustment of Other State Revenue for STRS On-behalf Contributions \$1,488,866, Mental Health Allocation \$217,886 and other small programs (\$2,466)
Local Revenue	\$301,801	Reflects adjustment for Special Ed Shared Risk Pool \$20,319, Donations \$225,000 and CTE Grant \$56,482
TOTAL	\$1,997,602	

Multi-Year Financial Projections

One of the most important elements of the Second Interim Report is the three-year projection for the General Fund. In this forecast, the District projects its financial prognosis for the current and subsequent two years. The purpose of the projection is to report to its stakeholders on the continued fiscal viability of the District. The projection provides the rationale for the District's choice of certification options (Positive, Qualified, or Negative) on its Certification of Financial Condition.

Multi-Year Combined Revenue Projections:

	2019-2020	2020-2021	2021-2022
Description	Combined	Combined	Combined
LCFF Revenue	\$40,229,224	\$39,853,659	\$40,897,311
Federal Revenues	\$855,173	\$812,414	\$771,793
Other State Revenues	\$4,935,498	\$4,496,440	\$4,496,440
Other Local Revenues	\$2,387,118	\$2,387,118	\$2,387,118
Transfers In	\$130,000		
TOTAL	\$48,537,013	\$47,549,631	\$48,552,662

EXPENSES

The General Fund is used for the majority of the functions within the District. At Second Interim, adjustments were made to salaries and benefits to reflect changes in position control since Budget Adoption. The other major change to expenditures is the appropriation of unrestricted site carryovers and the appropriation of the designated curriculum funds. As illustrated below, salaries and benefits comprise approximately 86% of the District's current budget.

Description	Unrestricted	Combined
Certificated Salaries	\$19,107,397	\$21,082,769
Classified Salaries	\$4,760,607	\$7,415,393
Employee Benefits (H&W; Taxes; STRS/PERS)	\$8,827,988	\$12,216,166
Books and Supplies	\$1,736,739	\$2,497,796
Other Operating Expenditures	\$1,624,747	\$3,989,850
Capital Outlay	\$ 0	\$ 0
Other Outgo	\$238,675	\$312,224
TOTAL	\$36,296,153	\$47,514,198

Summary of Unrestricted Expenditure Changes:

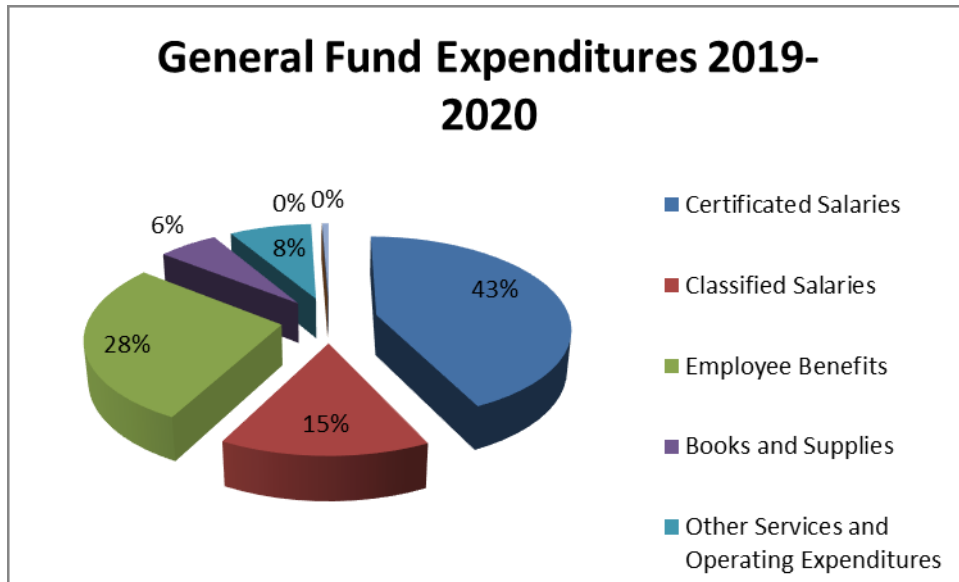
	Amount	Explanation
Certificated Salaries	\$573,609	Alignment of Budget; Certificated Staffing Adjustment in Position Control Since October
Classified Salaries	(\$207,686)	Alignment of Budget; Classified Staffing Adjustment in Position Control Since October
Benefits	\$111,384	Adjustment in Benefits based on use trends and changes in position control since budget adoption
Books & Supplies	\$422,040	Adjustment to technology budget
Operating Exp.	\$320,787	Adjustment for insurance premium
Capital Outlay	-	
Other Outgo	122,070	
TOTAL	\$1,342,204	

Summary of Restricted Expenditure Changes:

	Amount	Explanation
Certificated Salaries	(\$6,114)	Alignment of Budget; Certificated Staffing Adjustment in Position Control Since December
Classified Salaries	\$124,192	Alignment of Budget; Classified Staffing Adjustment in Position Control Since December
Benefits	\$1,761,190	Adjustment in Benefits based on use trends and changes in position control since budget adoption and the adjustment of the STRS On-behalf contributions \$1,488,866
Books & Supplies	\$221,514	Posting of expenses for Title I, Prop. 20, special programs and McKinney-Vento and site carryover balances
Operating Exp.	\$497,505	Posting of prior year site level carryover balances
Capital Outlay	-	
Other Outgo	(\$122,070)	Reduction of indirect costs
TOTAL	\$2,476,217	

Multi-Year Combined Expenditure Projections:

	2019-2020	2020-2021	2021-2022
Description	Combined	Combined	Combined
Certificated Salaries	\$21,493,040	\$21,946,888	\$22,411,445
Classified Salaries	\$7,415,936	\$7,528,284	\$7,642,317
Employee Benefits (H&W; Taxes; STRS/PERS)	\$14,013,162	\$14,609,950	\$14,810,907
Books and Supplies	\$2,911,806	\$2,045,248	\$2,096,498
Other Operating Expenditures	\$3,989,850	\$3,289,850	\$3,289,850
Capital Outlay	\$0	\$0	\$0
Other Outgo	\$312,224	\$312,224	\$312,224
TOTAL	\$50,136,018	\$49,732,444	\$50,563,241



As illustrated above, salaries and benefits comprise approximately 86% of the District's budget in the current year projection and 88% of the District's budget in the multi-year projection. Labor settlement agreements have been reached for 2019-2020 and 2020-2021 with the Buckeye Teachers' Association and Unrepresented Groups. CSEA and the District will be commencing negotiations in the near future. No labor settlement agreements have been reached for 2021-2022.

The following discusses the most significant items in the three-year projection:

- LCFF: The District is utilizing the Department of Finance's estimated COLAs, gap funding percent, and resulting LCFF Funding Rate percentages.
- The Legislature has fully funded LCFF in the 2019-20 fiscal year.
- BUSD Unduplicated Percentage of enrollment for 2019-20 through 2021-22 ranges from 17.85% to 18.51%, based on a rolling three-year average.
- ADA: The District's LCFF funding is based primarily on the ADA in the 2018-19 fiscal year. The LCFF calculation allows a one year "hold harmless" on the loss of revenues due to ADA decline. Therefore, the decrease in ADA is reflected in the LCFF calculation for 2020-21. At First Interim, the District projected no change in enrollment in 2020-2021. At Second Interim, the District has not projected in its multi-year any change in enrollment in 2020-2021, but it is significant to note that since opening enrollment, the District currently estimates that it has approximately 229 students less registered for next school year than is currently enrolled in the District in 2019-2020. We expect this number to improve by the start of the 2020-2021 school year; however, it would suggest some further decline will materialize.
- Mandated Cost Reimbursement One-time Revenues: One-time revenues are

adjusted for in the three-year projection. No additional one-time revenues are projected after the 2019-20 budget year.

- Employee Compensation: Normal ongoing step and column increases are included in the three-year projection. Additional expense to the District caused by the increase in the STRS and PERS rates is also included.
- Reasonable increases to supply and operating expense accounts;
- Reasonable increases to technology expense accounts
- Changes to the number of staff to support students in general education, special programs, class sizes, and curriculum adoptions;
- No COLA Adjustments, with exception of programs outside of LCFF (Transportation and TIG Add-ons receive no COLA)

Given these assumptions, it is projected that the district will have an operating deficit of approximately (-\$1,367,338) in fiscal 2019-2020 in its Unrestricted Funds. It is also projected that the district will have an operating deficit in its Restricted Funds of approximately (-\$231,667).

Summary of Reserves

School finance experts, including the El Dorado County Office of Education, continue to reinforce the need for reserves in excess of the minimum reserve for economic uncertainty. Prudent reserves afford districts and their governing boards' time to thoughtfully identify and implement budget adjustments over time. The District's multiyear projection anticipates the District's Reserves for Economic Uncertainty over the next three budget years to be as follows:

2019-2020	– 13.2%;
2020-2021	– 8.9%;
2021-2022	– 4.8%

Other Funds

The only major changes to other funds in the District were to building funds. Staff is adjusting income and expenditure budgets as contracts are encumbered and finished with respect to the Blue Oak Elementary Modernization Project. Total expenditures are expected to both increase and decrease as the district moves through its various projects.

Conclusion

The Second Interim Report is an important document in the District's ongoing communications to its stakeholders. The report and certification provide accountability and evidence of stewardship to our community. The Buckeye Union School District certifies the District's financial position is positive; the District will meet its financial obligations in the current and subsequent two fiscal years.

Buckeye Union School District
2019-2020
Second Interim to
Budget Comparison

			2019-2020 Second Interim			2019-2020 Original Adopted Budget			Variance		
			a	b	c	d	e	f	g	h	i
REVENUES	Account		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
1 LCFF Sources	8000		40,229,224	-	40,229,224	40,411,016	-	40,411,016	(181,792)	-	(181,792)
2 Federal Revenues	8100-8299		50,000	805,173	855,173	62,455	817,630	880,085	(12,455)	(12,457)	(24,912)
3 Other State Revenues	8300-8599		1,289,619	3,645,879	4,935,498	895,953	1,962,535	2,858,488	393,666	1,683,344	2,077,010
4 Local Revenues	8600-8799		514,814	1,872,304	2,387,118	484,814	1,570,503	2,055,317	30,000	301,801	331,801
5 Transfers In (Non-operational)	8900		-	130,000	130,000	-	-	-	-	130,000	130,000
6 Contributions to Restricted Programs	8980		(6,271,975)	6,271,975	-	(6,130,113)	6,130,113		(141,862)	141,862	-
7 TOTAL REVENUES			35,811,682	12,725,331	48,537,013	35,724,125	10,480,781	46,204,906	87,557	2,244,550	2,332,107
8											
9 EXPENDITURES											
10 Certificated Salaries	1000		19,485,167	2,007,873	21,493,040	18,911,558	2,013,987	20,925,545	573,609	(6,114)	567,495
11 Classified Salaries	2000		4,765,284	2,650,652	7,415,936	4,972,970	2,526,460	7,499,430	(207,686)	124,192	(83,494)
12 Employee Benefits	3000		8,914,350	5,098,812	14,013,162	8,802,966	3,337,622	12,140,588	111,384	1,761,190	1,872,574
13 Books & Supplies	4000		2,150,797	761,009	2,911,806	1,728,757	539,495	2,268,252	422,040	221,514	643,554
14 Services & Operating Expenses	5000		1,624,747	2,365,103	3,989,850	1,303,960	1,867,598	3,171,558	320,787	497,505	818,292
15 Capital Outlay	6000		-	-	-	-	-	-	-	-	-
16 Other Outgo/Transfers Out	7000 except 7300		238,980	73,244	312,224	238,980	73,244	312,224	-	-	-
17 Indirect Support	7300-7399		(305)	305	-	(122,375)	122,375	-	122,070	(122,070)	-
18 TOTAL EXPENDITURES			37,179,020	12,956,998	50,136,018	35,836,816	10,480,781	46,317,597	1,342,204	2,476,217	3,818,421
19											
20 EXCESS (DEFICIENCY) OF REVENUES											
21 OVER EXPENDITURES	(A-B)		(1,367,338)	(231,667)	(1,599,005)	(112,691)	-	(112,691)	(1,254,647)	(231,667)	(1,486,314)
22										-	-
23 BEGINNING BALANCE, July 1			6,393,431	1,831,891	8,225,322	6,261,933	490,070	6,752,003	131,498	1,341,821	1,473,319
24 ACTUAL ENDING BALANCE, June 30			5,026,093	1,600,224	6,626,317	6,149,242	490,070	6,639,312	(1,123,149)	1,110,154	(12,995)
25											
26 COMPONENTS OF ENDING BALANCE											
27 RESERVED											
28 Revolving Cash	9711		1,000	-	1,000	1,000	-	1,000	-	-	-
29 Prepaid Expenditures	9713		-	-	-	-	-	-	-	-	-
30 RESTRICTED	9740		-	1,600,224	1,600,224	-	490,070	490,070	-	1,110,154	1,110,154
31 DESIGNATED				-	-	-	-	-	-	-	-
32 Required Reserve for Economic Uncertainties (3%)	9789		1,504,081	-	1,504,081	1,389,528	-	1,389,528	114,553	-	114,553
33 Board Reserve for Economic Uncertainties (1%)	9789		501,360	-	501,360	463,176	-	463,176	38,184	-	38,184
34 Additional Economic Uncertainty reserve	9789		3,019,652	0	3,019,652	4,295,538	-	4,295,538	(1,275,886)	-	(1,275,886)
35	9789		-	-	-	-	-	-	-	-	-
37	9789		0	0	0	0	0	0	-	-	-
38 Special Reserve Fund Balance			382,779	0	382,779	382,779	0	382,779	0	0	0

Buckeye Union School District
2019-2020 Second Interim
Multi-Year Projections

2019-2020 Second Interim			2020-2021 Projected Budget			2021-2022 Projected Budget		
a	b	c	d	e	f	g	h	i
Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
40,229,224	-	40,229,224	39,853,659	-	39,853,659	40,897,311		40,897,311
50,000	805,173	855,173	50,000	762,414	812,414	50,000	721,793	771,793
1,289,619	3,645,879	4,935,498	875,561	3,620,879	4,496,440	875,561	3,620,879	4,496,440
514,814	1,872,304	2,387,118	514,814	1,872,304	2,387,118	514,814	1,872,304	2,387,118
-	130,000	130,000		-	-			-
(6,271,975)	6,271,975	-	(6,411,975)	6,411,975	-	(6,557,975)	6,557,975	-
35,811,682	12,725,331	48,537,013	34,882,059	12,667,572	47,549,631	35,779,711	12,772,951	48,552,662

19,485,167	2,007,873	21,493,040	19,768,805	2,178,083	21,946,888	20,056,699	2,354,746	22,411,445
4,765,284	2,650,652	7,415,936	4,839,876	2,688,408	7,528,284	4,915,587	2,726,730	7,642,317
8,914,350	5,098,812	14,013,162	9,396,943	5,213,007	14,609,950	9,531,004	5,279,903	14,810,907
2,150,797	761,009	2,911,806	1,294,739	750,509	2,045,248	1,335,739	760,759	2,096,498
1,624,747	2,365,103	3,989,850	924,747	2,365,103	3,289,850	924,747	2,365,103	3,289,850
-	-	-	-	-	-	-	-	-
238,980	73,244	312,224	238,980	73,244	312,224	238,980	73,244	312,224
(305)	305	-	(305)	305	-	(305)	305	-
37,179,020	12,956,998	50,136,018	36,463,785	13,268,659	49,732,444	37,002,451	13,560,790	50,563,241

(1,367,338)	(231,667)	(1,599,005)	(1,581,726)	(601,087)	(2,182,813)	(1,222,740)	(787,839)	(2,010,579)
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6,393,431	1,831,891	8,225,322	5,026,093	1,600,224	6,626,317	3,444,367	999,137	4,443,504
5,026,093	1,600,224	6,626,317	3,444,367	999,137	4,443,504	2,221,627	211,298	2,432,925

1,000	-	1,000	1,000	-	1,000	-	1,000
-		-		-			-
-	1,600,224	1,600,224	-	999,137	999,137	-	211,298
		-		-	-		-
1,504,081	-	1,504,081	1,491,973	-	1,491,973	1,516,897	-
501,360		501,360	497,324		497,324	505,632	
3,019,652	0	3,019,652	1,454,070	0	1,454,070	198,098	0
0	0	0	0	0	0	0	0
382,779	0	382,779	385,279	0	385,279	387,779	0

2019-2020
Second Interim
Other Funds

		Food Service	Deferred Maintenance	Special Reserve	Developer Fees	County School Facilities	Capital Project Fund - Mello Roos	Bond Interest and Redemption
REVENUES	Account	13	14	17	25	35	49	51
1 LCFF Sources	8000	-	-	-	-	-	-	-
2 Federal Revenues	8100-8299	380,000	-	-	-	-	-	-
3 Other State Revenues	8300-8599	23,975	-	-	-	-	-	-
4 Local Revenues	8600-8799	721,250	7,500	6,500	820,000	75,000	4,539,174	1,895,257
5 Transfers In	8900	-	165,000	-	-	1,119,300	686,219	-
6 Contributions to Restricted Programs	8980	-	-	-	-	-	-	-
7 TOTAL REVENUES		1,125,225	172,500	6,500	820,000	1,194,300	5,225,393	1,895,257
8								
9 EXPENDITURES								
10 Certificated Salaries	1000	-	-	-	-	-	-	-
11 Classified Salaries	2000	391,306	-	-	57,372	-	-	-
12 Employee Benefits	3000	178,130	-	-	20,929	-	-	-
13 Books & Supplies	4000	483,700	-	-	-	-	-	-
14 Services & Operating Expenses	5000	82,773	-	-	16,000	-	16,000	-
15 Capital Outlay	6000	-	50,000	-	-	2,434,263	-	1,816,837
16 Other Outgo/Transfers Out	7000 except 7300	-	130,000	-	-	686,219	2,628,572	-
17 Indirect Support	7300-7399	-	-	-	-	-	-	-
18 TOTAL EXPENDITURES		1,135,909	180,000	-	94,301	3,120,482	2,644,572	1,816,837
19								
20 EXCESS (DEFICIENCY) OF REVENUES								
21 OVER EXPENDITURES	(A-B)	(10,684)	(7,500)	6,500	725,699	(1,926,182)	2,580,821	78,420
22								
23 BEGINNING BALANCE, July 1		128,653	487,121	376,279	1,534,868	5,313,443	2,953,509	1,190,044
24 ACTUAL ENDING BALANCE, June 30		117,969	479,621	382,779	2,260,567	3,387,261	5,534,330	1,268,464

All balances are restricted or assigned