



AGENDA

PUBLIC HEARING/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, September 4, 2019
Room: District Office Board Room

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 Dr. David Roth and Assistant Superintendent Jackie McHaney in reference to negotiations with the Buckeye Teachers' Association (BTA)
 2. Public Employee Discipline/Dismissal/Release (Gov't Code Section 54957)
- IV. RECONVENE TO OPEN SESSION & FLAG SALUTE
- V. CLOSED SESSION ANNOUNCEMENTS
- VI. ROLL CALL
- VII. APPROVAL OF AGENDA

VIII. PUBLIC COMMENTS

IX. SUPERINTENDENT'S REPORT

X. REPORTS AND REQUESTS FROM BOARD MEMBERS

XII. 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 items(s). The Superintendent and staff recommend approval of all Consent Agenda items.

1. Summary of Warrants July 2019
2. Overnight Field Trip Approval- Silva Valley, 4th Grade to Coloma Outdoor Discovery School, October 2-4, 2019. Teachers: Ross, Sigrist, Locher.
3. Overnight Field Trip Approval- Silva Valley, 5th grade to Sly Park Environmental Education Center, November 12-15, 2019. Teachers: Soetaert and Alameda.
4. Overnight Field Trip Approval-Blue Oak, 5th Grade to Alliance Redwoods, November 18-20, 2019. Teachers: Broman, Matley, and Hoover.
5. Overnight Field Trip Approval-William Brooks, 4th Grade to Coloma Outdoor Discovery School, January 22-24, 2020. Teachers Olsen, Thurmond, and Crowson.
6. Gifts to Schools
 - Sabra Compton donation to Oak Meadow Adopt a Class \$400
 - Eric and Maria Ramos donation to Oak Meadow Adopt a Class \$500
 - Ryan and Lisa Gregerson donation to Oak Meadow Adopt a Class \$400
 - Tianlong Chen donation to Oak Meadow Adopt a Class \$250

XIII. PRESENTATIONS

1. I-Day Update
(Patty Randolph, Director of Curriculum)
2. IB Update
(Amy Gargani, IB Program Coordinator)
3. 2019 Smarter Balance Assessment Results
(Dr. David Roth, Ph.D., Superintendent)

IX. PUBLIC HEARINGS/ACTION ITEMS

1. Consideration/Approval of Receipt of the Initial Proposal from the Buckeye Teachers' Association (BTA) for 2019/2020 Contract Openers for Negotiations between the BTA and the Buckeye Union School District

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

(Jackie McHaney, Asst. Superintendent)

2. Consideration/Adoption of the Response/Initial Proposal of the Buckeye Union School District to the BTA's Initial Proposal for the 2019/2020 Contract Reopeners for Negotiations between the Buckeye Union School District and BTA

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

(Jackie McHaney, Asst. Superintendent)

3. Consideration/Adoption of Resolution No. 19-19 Ensuring Sufficiency of Textbooks and Instructional Materials Prior to the End of the 2019/2020 School Year.

(Dr. David Roth, Superintendent)

In order to comply with the requirements of Education Code 60119, a public hearing will be held on or before the eighth week of school to provide information regarding sufficient standard-aligned textbooks or instructional materials consistent with the cycle and content of the curriculum for all students in the Buckeye Union School District.

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

X. ACTION ITEMS

1. Adopt Resolution No. 19-20: Teaching Assignments Credential Authorization

Education Code Sections 44256(b) and 44258.2 allow, by resolution of the Governing Board, the holder of a Multiple Subject/Standard Teaching Credential (44256(b)) or Single Subject Teaching Credential (44258.2) to teach, with his or her consent, any subject in departmentalized classes below grade 9 if the teacher has completed 12-semester units, or 6 upper division or graduate semester units, in the subject to be taught.

(Jackie McHaney, Asst. Superintendent)

2. 2018/2019 Unaudited Actuals Financial Report & 2019/2020 Revised Budget

(Jackie McHaney, Asst. Superintendent)

3. Resolution No. 19-21: The 2018/2019 Appropriations Limit Recalculation and the 2019/2020 Estimated Appropriations Limit Calculation (Gann Limit)

(Jackie McHaney, Asst. Superintendent)

4. First Reading of the Following California School Boards Association (CSBA) recommended Administrative Regulations (AR) Board Policies (BP)

(Dr. David Roth, Superintendent)

- AR 5136 Gangs
- BP 5136 Gangs
- AR1312.3 Uniform Complaint Procedure
- BP1312.3 Uniform Complaint Procedure
- AR1312.4 Williams Uniform Complaint Procedure
- E 1312.4 Williams Uniform Complaint Procedure
- BP4030 Non Discrimination in Employment
- AR4030 Non Discrimination in Employment

X. NEXT MEETING

Wednesday, September 18, 2019
7:00 p.m., District Office Board Room

XI. 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 1665 Blackstone Pkwy., 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.

Buckeye Union School District
2019-2020

AGENDA ITEM # :

Summary Report of Warrants

Warrant Registers for the period of: June 26, 2019 through July 31, 2019

Register #	Date	Fund	Fund #	Amount	Warrants
0001	26-Jun-2019	General Fund	01	123,361.89	4
0002	26-Jun-2019	Bond Int/Red Fund	51	1,149,568.75	1
0003	26-Jun-2019	Cafeteria Fund	13	1,249.46	1
0004	27-Jun-2019	General Fund-CVT	01	494,378.70	1
0005	7-Jul-2019	General Fund	01	21,068.00	12
0006	11-Jul-2019	General Fund	01	54,786.69	4
0007	11-Jul-2019	Mello Roos	49	1,674.72	1
0008	19-Jul-2019	General Fund	01	37,204.40	13
0009	17-Jul-2019	General Fund	01	152,140.14	4
0010	24-Jul-2019	General Fund	01	17,438.64	10
0011	24-Jul-2019	State Building Fund	35	371,050.82	4
0012	24-Jul-2019	General Fund	1	32,133.95	11
0013	26-Jul-2019	Cafeteria Fund	13	188.63	1
0014	27-Jul-2019	Health And Welfare	01	493,876.01	6
0015	30-Jul-2019	Developer Fees	25	7,482.00	1
0016	31-Jul-2019	General Fund	01	54,532.40	17
0017	31-Jul-2019	General Fund	01	10,192.95	6
0018	31-Jul-2019	State Building Fund	35	5,000.00	1
				<u>\$3,027,328.15</u>	98

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AUG 15 2019



Buckeye Union School District

BUCKEYE UNION SCHOOL DISTRICT

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

Date form submitted: 8/15/19 School site: Silva Valley

Class(es) Participating: 4th Grade - Ross, Signist, Locher,
Gordon

Trip destination: Coloma Outdoor Discovery School

Dates of Trip: 10/2/19 - 10/4/19

Educational standards supported by this trip: see attached.

Number of students attending: 107 Number of chaperones: 16

Request submitted by: Brandy Beall



4TH GRADE GOLD RUSH

Learning about the past...changing the future.

The Coloma Outdoor Discovery School's Gold Rush program is designed for fourth graders, and is correlated with the most recent academic, cross-curricular California State Standards. Our intention is to celebrate the culture, music, and folklore of the California Gold Rush while using lessons of the past to awaken students' interest and sense of responsibility for the environment. Our staff embraces this opportunity to increase the environmental literacy of our California young'uns.

At CODS, students *live* the Gold Rush: stories, songs, skits, and characterizations all help to convey the social and economic community of early Coloma. Students will walk in the footsteps of the 49'ers, learn about the Native Peoples of the Sierra Foothills, and experience some of the challenges of surviving away from home.

All of the educational programs at the Outdoor School operate around the concept of respect: for nature, oneself, and others. Students possess responsibilities in the bunkhouse, in the kitchen, and on the trail.

A highlight of the 4 Day Program :

The Ropes Challenge program is devoted to the delivery of learning experiences that motivate students to go beyond their perceived boundaries, to work with others, to solve problems, and to achieve success both individually and within a group. Some of the activities are group events, others offer individual challenges from the ground-level, to more ambitious heights. All require a combination of trust, support, commitment, and teamwork from all involved.

All of the educational programs at the Outdoor School operate around the concept of respect: for nature, oneself, and others. Students possess responsibilities in the bunkhouse, in the kitchen, and on the trail.

Program Highlights:

☞ DAY 1: Live the life of "Greenhorns"

- Where did the forty-niners come from? How did they get here?
- Did most Argonauts strike it rich?
- How does one identify *real* gold?
- What were some of the challenges of surviving in Coloma?

"Greenhorns" create a Gold Rush encampment with the help of a "Sourdough". Young forty-niners will get hands-on experience creating a shelter, washing laundry, baking cornbread, and of course, panning for gold. Then, partner up for a foot stompin' good time at the Hoe Down!

☞ DAY 2: Journey into the State Park

- How did the local people use plants in their daily lives?
- What kinds of animals live in the Sierra Nevada foothills?
- Why was the American River important in the gold discovery?
- What first attracted James Marshall to the Coloma valley?

Students will continue their adventures into the town of Coloma and the Marshall Gold Discovery State Historic Park. Students will also learn about the plants and animals of the Sierra foothills. Participants can expect to walk between five and six miles over a seven hour day! That evening a guest presenter will bring to life native and local lore.

☞ DAY 3 or 4: Environmental Grade Action

- What are/were some of the effects of the Gold Rush on Coloma?
- How did the Native Americans treat their environment?
- How are we similar to the forty-niners? How are we different?
- What ideas do you have for *conservation* back at home?

☞ 4 DAY Program Only: High Ropes Course

While securely harnessed to a belay line, participants will traverse cables, take the "Leap of Faith" or whiz down a zip line, 20 to 35 feet above the ground. Team members will act as a safety and support network while staff members encourage each participant.



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AUG 15 2019

BUCKEYE UNION SCHOOL DISTRICT

Application for Board Approval of Overnight or Out-of-State Field Trip

(per Board Policy 6153)

Date form submitted: 8/15/19 School site: Silva Valley

Class(es) Participating: 5th grade - Soetwert & Anmercke

Trip destination: Sly Park Environmental
Education Center

Dates of Trip: 11/12/19 - 11/15/19

Educational standards supported by this trip: see attached.

Number of students attending: 62 Number of chaperones: 6

Request submitted by: Bronche Beville

Correlation of the Science Content Standards for California Public Schools (Grades 4 - 7) At Certified Outdoor Science Schools

Students who attend the Sly Park Environmental Education Center will gain knowledge, skills and experiences in many curricular areas. As an accredited California Resident Outdoor Learning Center there is a particular emphasis on physical and life sciences. *The following are examples of learning opportunities* that relate to the California State Science Standards.

Investigation and Experimentation

1. Investigation and experimentation is a focus of state science standards at all grade levels. Scientific progress is made by asking meaningful questions and conducting careful investigations.

- ◆ Classify objects
- ◆ Measure and use appropriate tools
- ◆ Observe and identify change
- ◆ Develop a prediction or hypothesis
- ◆ Perform investigations
- ◆ Record data
- ◆ Formulate conclusions
- ◆ Communicate results of investigation

Life Sciences

2. All organisms need energy and matter to live and grow. (4th grade, #2)

- ◆ Students discuss photosynthesis and participate in an activity in which they assume the roles of the components involved.
- ◆ Students name a consumer and find evidence of its prey in the natural area they are studying. They discuss what herbivores eat and what plants need to create energy and grow.
- ◆ Students learn about food webs by participating in an activity such as creating a “Recipe For A Forest” which will include plants and animals of a natural area, and they will assume the roles of one of those organisms.
- ◆ Students discuss the components of the cycle of producers, consumers and decomposers and participate in activities such as a scavenger hunt to find representatives of each part of the cycle.
- ◆ Students participate in food chain activities such as Project Wild’s “Quick Frozen Critters” or “Oh Deer”.
- ◆ Students study decomposers by visiting a garden, engaging in composting activities or other related activities.

3. Living organisms depend on one another and on their environment for survival (4th grade, #3)

- ◆ Students observe important relationships between plants and insects.
- ◆ Students participate in webbing activities.
- ◆ Students participate in activities such as a lap sit, yurt circle, etc., to demonstrate interdependence.
- ◆ Students observe plant and animal adaptations and participate in activities that reinforce these concepts.
- ◆ Students learn the four abiotic factors necessary for life through activities such as the “Mysteries of Life”
- ◆ Students observe the process of decomposition
- ◆ Students participate in composting or other related activities

4. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials (5th grade, #2)

- ◆ Students understand the photosynthesis process through activities such as experiments, games and songs.
- ◆ Students taste the products of photosynthesis in sampling a garden vegetable or edible plant.
- ◆ Students observe the xylem and phloem tissues in the cross section of a tree or branch.

5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment (6th grade, #5)

- ◆ Students observe and identify (and in some cases, hold and/or touch) organisms in the field and discuss the roles of these organisms in the ecosystem.
- ◆ Students describe (role play, and sing about) how energy entering ecosystems as sunlight is transformed by producers into chemical energy through photosynthesis, and then from organism to organism in food webs.
- ◆ Students communicate how populations of organisms can be categorized by the functions they serve in an ecosystem.
- ◆ Students see first hand, how the number and types of organisms an ecosystem can support depends on the resources available and abiotic factors such as quantity of light and water, range of temperatures, and soil composition.

6. Biological evolution accounts for the diversity of species developed through gradual processes over many generations. (7th grade, #3)

- ◆ Students observe the myriad of plant and animal adaptations that exist
- ◆ Students observe how adaptations can be advantageous to the survival of a specie or population.

Earth Sciences

7. The properties of rocks and minerals reflect the processes that formed them. (4th grade, #4)

- ◆ Students observe natural specimens of igneous, sedimentary and metamorphic rocks and the processes that formed them.
- ◆ Students discuss properties of igneous/metamorphic/sedimentary rocks based upon their first-hand experiences with actual specimens.
- ◆ Students communicate the major processes of the rock cycle.
- ◆ Students observe and understand the prominent geologic features of the outdoor school site.

8. Waves, wind, water, and ice shape and reshape the Earth's land surface. (4th grade, #5)

- ◆ Students see firsthand how moving water erodes a stream's banks, and how pebbles, sand, silt, and mud are transported and deposited to create sand bars; and that the land forms around the stream are continually changing. In the absence of a stream or other riparian habitat, such concepts may be demonstrated using an appropriate model.
- ◆ Students communicate how some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes such as landslides and earthquakes.
- ◆ Students describe how natural processes such as freezing, thawing, wind, rain, and the growth of roots cause rocks to break down into smaller pieces.

9. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. (5th grade, #3)

- ◆ Students learn the water cycle through observation, activities and demonstration.

10. Energy from the sun heats the Earth unevenly, causing air movements resulting in changing weather patterns. (5th grade, #4)

- ◆ Students observe soaring birds using updrafts (when possible.)
- ◆ Students observe wind patterns of up-canyon, down-canyon breezes, on shore and off-shore winds and morning and evening breezes.

11. The solar system consists of planets and other bodies that orbit the sun in predictable paths. (5th grade, #5)

- ◆ Students observe the night sky (weather permitting.) They will differentiate between stars and planets. They will discuss which is the closest star (the sun) and which are the closest planets.
- ◆ Students observe the moon (when visible in the night sky) and discuss why the moon orbits the earth (gravity.) They will discuss why the planets likewise orbit the sun (gravity.)
- ◆ Students observe one or more of the nine planets (when visible) through a telescope or with the naked eye.

Note: If weather or circumstances do not permit direct observation of the night sky, the previous astronomy concepts may be discussed and demonstrated using hands-on activities and models.

12. Plate tectonics explains important features of the Earth's surface and major geologic events. (6th grade, #1)

- ◆ Students observe and hike mountains, or other natural areas, which are products of plate tectonics and mountain building.
- ◆ Students observe past fault and/or volcanic activity (where possible), participate in geology-based games and activities and discuss plate tectonics .

13. Topography is reshaped by weathering of rock and soil and by the transportation and deposition of sediment. (6th grade, #2)

- ◆ Students see and feel rocks and geologic formations shaped by streams, rivers, waves, wind, etc.
- ◆ Students see erosion that has taken place due to weathering (rain storms, wind, etc.) or utilize a model or activity to demonstrate this process.

14 . Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. (6th grade, #6)

- ◆ Students are involved in activities such as separating recyclable items from trash and will discuss the energy and resources used to make new items vs. reusing and recycling old ones.
- ◆ Students learn about nonrenewable vs. renewable resources through discussions and activities.
- ◆ Students participate in resource conservation activities (turning off lights, heaters, closing doors, saving water, reducing food waste, etc.)
- ◆ Students participate in activities that illustrate how habitat loss is driven by people's needs for nonrenewable and renewable resources.
- ◆ Through activities and discussions, students will understand how human activity affects resources.

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AUG 19 2019

Buckeye Union School District



BUCKEYE UNION SCHOOL DISTRICT

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

Date form submitted: 8/15/2019

School site: William Brooks Elm.

Class(es) Participating:

All of 4th grade, Mrs. Olsen, Mrs. Thurmond, Mr. Crowson

Trip destination:

Coloma Outdoor Discovery School (Located in Coloma, CA)

Dates of Trip:

January 22, 2020 to January 24, 2020

Educational standards supported by this trip:

California Gold Rush History, Ecology, Earth Science

Number of students attending: 95

Number of chaperones: 12

Request submitted by: Trever Crowson, 4th Grade Teacher,
William Brooks Elem.

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AUG 15 2019

Buckeye Union School District



BUCKEYE UNION SCHOOL DISTRICT

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

Date form submitted: 8.19.19 School site: Blue Oak

Class(es) Participating: 5th Grade: Ms. Brommer,
Mrs. Matley, Mrs. Hoover

Trip destination: Alliance Redwood

Dates of Trip: November 18-20

Educational standards supported by this trip: Matter and Energy
in Organisms and Ecosystems, Structure
and property of matter, Earth's systems,
Earth's resources and environment

Number of students attending: 90 Number of chaperones: 13

Request submitted by: Rachelle Bull

RECEIPT OF DONATION

**Oak Meadow Elementary School
7701 Silva Valley Parkway
El Dorado Hills, CA 95762**

Name of Donor: Tianlong Chen

Street Address: 4061 Redondo Dr.

City, State & Zip: El Dorado Hills, CA 95762

Telephone: 916-678-6677

Description of the Donation: (if cash or check, show the exact amount; if other than cash or check, include a detailed description of each item, including serial number)

Check # 439 \$250⁰⁰

Donor's estimate of value: \$250⁰⁰

Purpose of the donation – if the donation is for a club or organization, indicate the name of the club or organization. Retain this form as a record of the donation.

Adopt-a-Class

If the donation is for the district, either for the use of the school or for another district program, forward the cash, check, or other item to the district business office with this form. Explain below whether the donation is for the school site or a specific district program.

Received at: Oak Meadow

Received by (principal or other administrator): Administrative Assistant

Signature: 

Date: 8/13/19

RECEIPT OF DONATION

**Oak Meadow Elementary School
7701 Silva Valley Parkway
El Dorado Hills, CA 95762**

Name of Donor: Ryan + Lisa Gregerson (RSG Construction Inc.)
Street Address: 4212 Terrazzo Way
City, State & Zip: El Dorado Hills, CA 95762
Telephone: 916-200-8302

Description of the Donation: (if cash or check, show the exact amount; if other than cash or check, include a detailed description of each item, including serial number)

Check #5197

Donor's estimate of value: \$400

Purpose of the donation – if the donation is for a club or organization, indicate the name of the club or organization. Retain this form as a record of the donation.

Adopt-a-class

If the donation is for the district, either for the use of the school or for another district program, forward the cash, check, or other item to the district business office with this form. Explain below whether the donation is for the school site or a specific district program.

Received at: Oak Meadow

Received by (principal or other administrator): Administrative Assistant

Signature: 

Date: 8/13/19

RECEIPT OF DONATION

**Oak Meadow Elementary School
7701 Silva Valley Parkway
El Dorado Hills, CA 95762**

Name of Donor: Eric & Maria Ramos

Street Address: 315 Junel Ct.

City, State & Zip: El Dorado Hills, CA 95762

Telephone: 916-541-4996

Description of the Donation: (if cash or check, show the exact amount; if other than cash or check, include a detailed description of each item, including serial number)

Check # 7409

Donor's estimate of value: \$500⁰⁰

Purpose of the donation – if the donation is for a club or organization, indicate the name of the club or organization. Retain this form as a record of the donation.

Adopt-a-Class

If the donation is for the district, either for the use of the school or for another district program, forward the cash, check, or other item to the district business office with this form. Explain below whether the donation is for the school site or a specific district program.

Received at: Oak Meadow

Received by (principal or other administrator): Administrative Assistant

Signature: Sharla Overstreet

Date: 8/13/19

RECEIPT OF DONATION

**Oak Meadow Elementary School
7701 Silva Valley Parkway
El Dorado Hills, CA 95762**

Name of Donor: Sabra Compton

Street Address: 109 Longford Pl.

City, State & Zip: El Dorado Hills, CA 95762

Telephone: 916-212-7565

Description of the Donation: (if cash or check, show the exact amount; if other than cash or check, include a detailed description of each item, including serial number)

check 376 + 374

Donor's estimate of value: \$400

Purpose of the donation – if the donation is for a club or organization, indicate the name of the club or organization. Retain this form as a record of the donation.

Adopt-a-Class


If the donation is for the district, either for the use of the school or for another district program, forward the cash, check, or other item to the district business office with this form. Explain below whether the donation is for the school site or a specific district program.

Received at: Oak Meadow

Received by (principal or other administrator): Administrative Assistant

Signature: Sharla [Signature]

Date: 8/13/19



BUCKEYE UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
NOTICE OF PUBLIC HEARINGS

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 Buckeye Teachers' Association (BTA) for 2019/2020 Contract Openers for Negotiations between the BTA and the Buckeye Union School District

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

2. Consideration/Adoption of the Response/Initial Proposal of the Buckeye Union School District to the BTA's Initial Proposal for the 2019/2020 Contract Reopeners for Negotiations between the Buckeye Union School District and BTA

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

3. Consideration/Adoption Resolution No.17-16 Ensuring Sufficiency of Textbooks and Instructional Materials Prior to the End of the 2019/2020 School Year.

(Dr. David Roth, Superintendent)

In order to comply with the requirements of Education Code 60119, a public hearing will be held on or before the eighth week of school to provide information regarding sufficient standard-aligned textbooks or instructional materials consistent with the cycle and content of the curriculum for all students in the Buckeye Union School District.

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

HEARING DATE: SEPTEMBER 4, 2019

TIME: 7:00 P.M.

LOCATION: District Office Board Room

5049 Robert J. Mathews Parkway

El Dorado Hills, CA 95762

BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #:IX.1.

**ACTION: PUBLIC
HEARING/ACTION: 2019-2020
Contract Opener Proposals from
Buckeye Teachers' Association
(BTA) to the Buckeye Union School
District.**

**ACTION ITEM: Approval of 2019-
2020 Contract Opener Proposals
from Buckeye Teachers'
Association (BTA) to the Buckeye
Union School District.**

SITUATION:

The Buckeye Teachers' Association (BTA) initial contract openers are sunshined for public inspection and comment. A public hearing will be conducted and then the proposals will be presented for Board approval.

The Buckeye Teachers' Association proposes to reopen the entire July 1, 2015 - June 30, 2019 contract for negotiations.

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 Teachers' Association to the Buckeye Union School District.

FISCAL IMPACT:

None at this time.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board approve the 2019-2020 contract opener proposals from the Buckeye Teachers' Association to the Buckeye Union School District.

2019/2020 Contract Negotiations

BTA Negotiations/2019-2020 BTA Negotiations x



➔ **Daniel Lewandowski**

Tue, Aug 6, 6:23 PM



to David, me, Diane, Philip, Robin, Tiffany, Amy, Amy, Sharon ▼

Good Afternoon,

The Buckeye Teachers Association is excited and eager to begin this 2019/2020 school year. With reference to Article 4.2 Negotiations Procedures / Public Notice, the Association is officially notifying the District of its negotiating proposals. This negotiating session the entire Collective Bargaining Agreement is open for review and discussion.

I would also like to present our 5 member negotiating team. Diane Helldorfer , Phil Scarry , Robin Thomas , Tiffany Morgante , and our newest member Amy Pirkel.

On behalf of the team, we look forward to a proactive and productive negotiations year.

Respectfully,

Dan Lewandowski

BTA President

BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM: IX.2.

PUBLIC HEARING/ACTION: 2019-2020 Contract Opener Proposals from Buckeye Union School District to the Buckeye Teachers' Association (BTA)

ACTION ITEM: Approval of 2019-2020 Contract Opener Proposals from Buckeye Union School District to the Buckeye Teachers' Association (BTA)

SITUATION:

The Buckeye Union School District is sunshining their initial contract openers to the Buckeye Teachers' Association for public inspection and comment. A public hearing will be conducted and then the proposals presented for Board approval.

With respect to the District's proposal, the Buckeye Union School District presents its initial proposal for a successor collective bargaining agreement to the 2015-2019 Contract between the District and the Buckeye Teachers Association and proposes to continue the provisions of our current 2015-2019 Agreement with the Buckeye Teachers Association 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 BTA as set forth in the attached Initial Proposal.

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 Buckeye Teachers' Association.

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 Buckeye Teachers' Association.



BUCKEYE UNION SCHOOL DISTRICT

BOARD OF TRUSTEES

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

P.O. Box 4768, El Dorado Hills, CA 95762

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DATE: September 4, 2019

TO: Buckeye Union School District Governing Board
Buckeye Teachers Association

FROM: Dr. David Roth, Superintendent

SUBJECT: Response/Initial Proposal of the Buckeye Union School District to the Buckeye Teachers Association's Initial Proposal for a successor Agreement to the 2015-2019 Contract between the Buckeye Teachers Association and the Buckeye Union School District.

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 2015-2019 Contract between the District and the Buckeye Teachers Association. 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 2015-2019 Agreement with the Buckeye Teachers Association 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 BTA as follows:

1. Article I: Agreement: The District has an interest in negotiating a new Term of July 1, 2019 through June 30, 2022.
2. Article IX: Work Day/Work Year/Work Calendar: The District has an interest in negotiating a two year school calendar for the 2020-2021 and 2021-2022 school years, including early release Wednesday time.
3. Article XIV: Evaluations: The District proposes to continue discussions concerning the inclusion of the Pilot Teacher Evaluation Process into the collective bargaining agreement
4. Article XVI: Employee Benefits: The District has an interest in continuing discussions concerning alternatives that may be available to assist in controlling the effect of the increasing cost of health and welfare benefits and decreasing revenue. To that end, the District proposes to negotiate potential adjustments in health and welfare provisions within the context of total compensation to meet the objective of offering competitive health benefits for all employees and a competitive salary in comparison to surrounding districts.

Buckeye School
(530)677-2277 • (916)933-2333

Silva Valley School
(916)933-3767 • (530)677-8953

Blue Oak School
(530)676-0164 • (916)933-5149

Wm. Brooks School
(916)933-6618 • (530)677-2875

Oak Meadow School
(530)672-3890 • (916)939-9640

Cameron Springs Middle School
(916)933-9746 • (530)677-9818

Rolling Hills Middle School
(530)677-1658 • (916)933-0584

Valley View Charter Montessori
(530)676-2490 • (916)933-9290

5. Article XVII: Salaries: The District has an interest in negotiating a total compensation package which meets both parties' interests and recognizes the ongoing impacts on the District's budget of unfunded mandates. To that end, the District proposes to negotiate potential adjustments in salary provisions consistent with the District's ability to pay and the following objectives and considerations:
- providing a total compensation package that fairly compensates certificated staff when compared to similar and nearby districts;
 - ensuring a wise use of resources which will maintain and support all of the programs and initiatives of the District as outlined in its LCAP and Board adoptions, directives, policies and procedures;
 - ensuring a wise use of resources which will maintain a balanced budget and prudent reserve;

The District puts forth these proposals 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 #: IX.3.

PUBLIC HEARING/ACTION:

Consideration/Adoption of Resolution No. 19-19: Ensuring Sufficiency of Textbooks and Instructional Materials

SITUATION:

The District has met all of the requirements for 2019/2020 stated in Education Code 60119, and district administration now recommends that the Board make the determination that "...each pupil of the district has available textbooks and instructional materials in each subject."

PLAN:

The plan is to have the Board adopt Resolution No. 19-19, a resolution regarding the sufficiency of textbooks and instructional materials determining whether all students will have sufficient state-adopted textbooks and instructional materials in each subject, prior to the end of the 2019/2020 school year.

FISCAL IMPACT:

N/A

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends the Board adopt Resolution No. 19-19, regarding sufficiency of textbooks and instructional materials, determining whether all students will have sufficient state-adopted textbooks and instructional materials in each subject, prior to the end of the 2019/2020 school year.



19/20 Sufficiency of Textbooks and Instructional Materials

Mathematics

Grades K: Math in Focus; Houghton Mifflin Harcourt (2012)

Grades 1-5: EnVision; Pearson (2015)

Grades 6-8: Big Ideas Learning; Houghton Mifflin Harcourt (2015)

Geometry: Pearson (2012)

Science

Grades K-8: Amplify Science (2018)

History/Social Science

Grades K-3: Reflections; Harcourt (2007)

Grades 4-5: History-Social Science for California; Scott Foresman (2006)

Grades 6-8: History Alive! Teacher's Curriculum Institute (2011)

English/Language Arts

Grades K-5: Reading Fundamentals; Schoolwide, Inc. (2013)

Grades K-5: Being a Writer; Center for the Collaborative Classroom (2013)

Grades K-3: SIPPS; Center for the Collaborative Classroom (2013)

Grades 3-5: Close Reading Portfolios; SNAP! Learning (2013)

Grades K-2: Fountas & Pinnell Benchmark Assessment System; Heinemann (2010)

Grades 1, 2, 3: Fountas & Pinnell Leveled Literacy Intervention; Heinemann (2015)

Grades 6-8: California Collections; Houghton Mifflin Harcourt (2017)

Foreign Language (Spanish)

Grades 6-8: Avancemos! Holt McDougall (2013)

Mandarin

Grades K-2: Better Immersion; Better Chinese (2015)

BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #: X.1.

ACTION: Resolution No. 19-20: Teaching Assignments Credential Authorization

SITUATION:

Education Code Section 44256(b) and 44258.2 allow, by resolution of the Governing Board, the holder of a Multiple Subject/ Standard Teaching Credential (44256(b)) or Single Subject Teaching Credential (44258.2) to teach, with his or her consent, any subject in departmentalized classes below grade 9 if the teacher has completed 12 semester units, or 6 upper division or graduate semester units, in the subject to be taught.

PLAN:

In order to accommodate the needs of the middle schools, the administration has selected the best-qualified teachers to teach in the following subject areas:

Camerado Springs Middle School

Kelsey DeGan – Has a Preliminary Single Subject teaching credential in Social Science with English Learner Authorization. Kelsey has (verified by transcripts) the required semester units in Language Arts to teach in this subject area.

Phil Scarry – Has a Clear Multiple Subject teaching credential with Supplemental Authorization in Life Science, Subject Matter Authorization in Introductory Science, and Clear CLAD Certificate. Phil has (verified by transcripts) the required semester units in Spanish to teach in this subject area.

Keli Schwagerus – Has a Clear Multiple Subject, Clear Specialist Instruction Credential in Special Education (LH), Clear RSP Permit, and Clear CLAD Certificate. Keli has (verified by transcripts) the required semester units in English (Yearbook) to teach in this subject area.

Valley View Charter Montessori

Amy Enquist – Has a Multiple Subject teaching credential with English Learner Authorization as well as Montessori certification. Amy has (verified by transcripts) the required semester units in Language Arts to teach in this subject area.

Michelle Miller – Has a Multiple Subject teaching credential with English Learner Authorization. Michelle has (verified by transcripts) the required semester units in Science (IB Design-STEAM) to teach in this subject area.

FISCAL IMPACT:

N/A

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends the Board approve Resolution No.19-20: Teaching Assignments Credential Authorization.

BUCKEYE UNION SCHOOL DISTRICT

RESOLUTION #: 19-20

TEACHING ASSIGNMENTS CREDENTIAL AUTHORIZATION

WHEREAS, the Governing Board of the Buckeye Union School District recognizes its responsibility to provide adequate teaching staff to meet the educational needs of middle school students; and

WHEREAS, the Board has considered the qualified applicants for teaching positions at all schools in the Buckeye Union School District and has determined the need for the limited teaching authorizations hereinafter stated;

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the Buckeye Union School District authorizes and approves the following teaching assignments in accordance with the regulations adopted by the California Commission on Teacher Credentialing, the applicable provisions of the California Education Code Sections 44256(b) and 44258.2:

EDUCATION CODE SECTION 44256(b) and 44258.2 allow, by resolution of the Governing Board, the holder of a Multiple Subject/Standard Elementary Teaching Credential (44256(b)) or Single Subject Teaching Credential (44258.2) to teach, with his or her consent, any subject in departmentalized classes below grade 9 if the teacher has completed 12 semester units, or 6 upper division or graduate semester units, in the subject to be taught. The following teachers have met these criteria:

Camerado Springs Middle School

- Kelsey DeGan – Language Arts – 2 periods
- Phil Scarry – Spanish – 5 periods
- Keli Schwagerus – Yearbook (English) – 1 period

Valley View Charter Montessori

- Amy Enquist – Language Arts – 5 periods
- Michelle Miller – IB Design-STEAM (Science) – 6 periods

PASSED AND ADOPTED by the Board of Trustees of the Buckeye Union School District at its regular meeting held on September 4, 2019 in the Buckeye District Boardroom by the following vote:

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

Clerk of the Board of Trustees, Gloria Silva

Date

BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #:X.2.

ACTION: 2018/2019 Unaudited Actuals Financial Report & 2019/2020 Revised Budget

SITUATION:

The District is required to file with the County Superintendent of Schools and the Superintendent of Public Instruction an annual financial report of the District's unaudited revenues and expenditures for the previous fiscal year.

PLAN:

The plan is to have the Board approve and file, as required, the annual financial report of the District's unaudited revenues and expenditures for the 2018/2019 fiscal year and also to approve the 2019/2020 revised budget as presented.

FISCAL IMPACT:

None

LONG RANGE GOAL:

Legal requirement and District Goal #2: Maintain Fiscal Integrity & Accountability of District.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board approve and file, as required, the annual finance report of the District's unaudited revenues and expenditures for the 2018/2019 fiscal year and approve the 2019/2020 revised budget and all transfers necessary to produce both reports.

Buckeye Union School District
2018-2019
Unaudited Actuals

		2018-2019 Unaudited Actuals			2019-2020 Budget			Variance		
		a	b	c	d	e	f	g	h	i
REVENUES	Account	<i>Unrestricted</i>	<i>Restricted</i>	<i>Total</i>	<i>Unrestricted</i>	<i>Restricted</i>	<i>Total</i>	<i>Unrestricted</i>	<i>Restricted</i>	<i>Total</i>
1 LCFF Sources	8000	39,350,752	-	39,350,752	40,411,016	-	40,411,016	(1,060,264)	-	(1,060,264)
2 Federal Revenues	8100-8299	207,796	826,654	1,034,450	62,455	817,630	880,085	145,341	9,024	154,365
3 Other State Revenues	8300-8599	1,738,180	4,454,250	6,192,430	895,953	1,962,535	2,858,488	842,227	2,491,715	3,333,942
4 Local Revenues	8600-8799	1,035,685	2,010,858	3,046,543	484,814	1,570,503	2,055,317	550,871	440,355	991,226
5 Transfers In (Non-operational)	8900			-			-	-	-	-
6 Contributions to Restricted Programs	8980	(6,399,594)	6,399,594	-	(6,130,113)	6,130,113	-	(269,481)	269,481	-
7 TOTAL REVENUES		35,932,819	13,691,356	49,624,175	35,724,125	10,480,781	46,204,905	208,694	3,210,575	3,419,270
8										
9 EXPENDITURES										
10 Certificated Salaries	1000	18,711,687	2,135,011	20,846,698	18,911,558	2,013,987	20,925,545	(199,871)	121,024	(78,847)
11 Classified Salaries	2000	4,989,478	2,509,997	7,499,475	4,972,970	2,526,460	7,499,430	16,508	(16,463)	45
12 Employee Benefits	3000	8,232,041	5,235,825	13,467,866	8,802,966	3,337,622	12,140,588	(570,925)	1,898,203	1,327,278
13 Books & Supplies	4000	2,510,792	831,195	3,341,987	1,728,757	539,495	2,268,252	782,035	291,700	1,073,735
14 Services & Operating Expenses	5000	1,250,730	2,486,354	3,737,084	1,303,960	1,867,598	3,171,558	(53,230)	618,756	565,526
15 Capital Outlay	6000	529,631	19,898	549,529	-	-	-	529,631	19,898	549,529
16 Other Outgo/Transfers Out	7000 except 7300	311,725	322,911	634,636	238,980	73,244	312,224	72,745	249,667	322,412
17 Indirect Support	7300-7399	(978)	978	-	(122,375)	122,375	-	121,397	(121,397)	-
18 TOTAL EXPENDITURES		36,535,106	13,542,169	50,077,275	35,836,816	10,480,781	46,317,597	698,290	3,061,388	3,759,678
19										
20 EXCESS (DEFICIENCY) OF REVENUES										
21 OVER EXPENDITURES	(A-B)	(602,287)	149,187	(453,100)	(112,691)	-	(112,692)	(489,596)	149,187	(340,408)
22										
23 BEGINNING BALANCE, July 1		6,995,719	1,682,704	8,678,423	6,393,432	1,831,891	8,225,323	602,287	(149,187)	453,100
24 ACTUAL ENDING BALANCE, June 30		6,393,432	1,831,891	8,225,323	6,280,741	1,831,891	8,112,632	112,691	-	112,691
25										
26 COMPONENTS OF ENDING BALANCE										
27 RESERVED										
28 Revolving Cash	9711	1,000	-	1,000	1,000	-	1,000	-	-	-
29 Prepaid Expenditures	9713	13,636	-	13,636	-	-	-	13,636	-	13,636
30 RESTRICTED	9740	-	1,831,891	1,831,891	-	1,831,891	1,831,891	-	-	-
31 DESIGNATED		-	-	-	-	-	-	-	-	-
32 Required Reserve for Economic Uncertainties (3%)	9789	1,502,318	-	1,502,318	1,389,528	-	1,389,528	112,790	-	112,790
33 Board Reserve for Economic Uncertainties (1%)	9789	500,773	-	500,773	463,176	-	463,176	37,597	-	37,597
34 Additional Economic Uncertainty reserve	9789	3,870,834	-	3,870,834	3,438,578	-	3,438,578	432,256	-	432,256
35 Reserve for Lottery	9789	504,871	-	504,871	988,459	-	988,459	(483,588)	-	(483,588)
37	9789	0	0	0	0	0	0	-	-	-
38 <i>Special Reserve Fund Balance</i>		376,279	0	376,279	382,779	0	382,779	-6,500	0	-6,500

2018-2019 Unaudited Actuals

Other Funds

		Food Service	Deferred Maintenance	Special Reserve	Bond	Developer Fees	State School Building	County School Facilities	Capital Project Fund - Mello Roos	Bond Interest and Redemption
	Account	<i>13</i>	<i>14</i>	<i>17</i>	<i>21</i>	<i>25</i>	<i>31</i>	<i>35</i>	<i>49</i>	<i>51</i>
REVENUES	Account									
1 Revenue Limit	8000	-	-	-	-	-	-	-	-	-
2 Federal Revenues	8100-8299	404,748	-	-	-	-	-	-	-	-
3 Other State Revenues	8300-8599	47,786	-	-	-	3,737	-	-	-	-
4 Local Revenues	8600-8799	724,116	8,991	7,656	(251)	388,003	(446)	1,492,423	5,181,915	1,597,505
5 Transfers In	8900	-	165,000	-	108,773	-	-	4,451,889	-	-
6 Contributions to Restricted Programs	8980	-	-	-	-	-	-	-	-	-
7 TOTAL REVENUES		1,176,650	173,991	7,656	108,522	391,740	(446)	5,944,312	5,181,915	1,597,505
8										
9 EXPENDITURES										
10 Certificated Salaries	1000	-	-	-	-	-	-	-	-	-
11 Classified Salaries	2000	428,166	-	-	-	59,216	-	-	-	-
12 Employee Benefits	3000	164,605	-	-	-	23,976	-	-	-	-
13 Books & Supplies	4000	494,739	-	-	-	-	-	-	-	-
14 Services & Operating Expenses	5000	107,141	-	-	-	26,561	-	-	22,384	-
15 Capital Outlay	6000	-	874	-	108,522	-	-	5,830,774	-	-
16 Other Outgo/Transfers Out	7000 except 7300	-	108,771	-	-	990,000	-	-	7,907,395	1,551,888
17 Indirect Support	7300-7399	-	-	-	-	-	-	-	-	-
18 TOTAL EXPENDITURES		1,194,651	109,645	-	108,522	1,099,753	-	5,830,774	7,929,779	1,551,888
19										
20 EXCESS (DEFICIENCY) OF REVENUES										
21 OVER EXPENDITURES	(A-B)	(18,001)	64,346	7,656	-	(708,013)	(446)	113,538	(2,747,864)	45,617
22										
23 BEGINNING BALANCE, July 1		146,653	422,774	368,623	-	2,242,882	446	5,199,904	5,701,373	1,144,426
24 ACTUAL ENDING BALANCE, June 30		128,652	487,120	376,279	-	1,534,869	-	5,313,442	2,953,509	1,190,043
<i>All balances are restricted or assigned</i>										

BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #:X.3.

Resolution No. 19-21 the 2018/2019 Appropriations Limit Recalculation and the 2019/2020 Estimated Appropriations Limit Calculation (Gann Limit)

SITUATION:

The Gann Limit (named for Paul Gann, the author of Proposition 4, which amended the State Constitution to establish this limit) is intended to constrain the growth in state and local government spending by linking year-to-year changes in expenditures to changes in inflation (represented by per capita personal income) and caseloads (represented by average daily attendance [ADA] for schools).

Established in 1979 following the enactment of Proposition 13 and subsequently amended by Proposition 111, the Gann Limit has become a largely pro forma calculation that no longer constrains governmental expenditures. This is because the limit has grown significantly faster than appropriations subject to the limit.

PLAN:

The plan is to have the Board approve Resolution No. 19-21 adopting the 2018/2019 Appropriations Limit Recalculation and the 2019/2020 Estimated Appropriations Limit Calculation as prepared by staff.

FISCAL IMPACT:

None

LONG RANGE GOAL:

N/A - School agencies are required to perform Gann Limit calculations by the State Constitution.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board approve Resolution No. 19-21 adopting the 2018/2019 Appropriations Limit Recalculation and the 2019/2020 Estimated Appropriations Limit Calculation (Gann Limit) as prepared by staff.

	2018-19 Calculations			2019-20 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
A. PRIOR YEAR DATA (2017-18 Actual Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE)	2017-18 Actual			2018-19 Actual		
1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D11, PY column)	28,265,796.92		28,265,796.92			29,095,099.29
2. PRIOR YEAR GANN ADA (Preload/Line B3, PY column)	4,603.83		4,603.83			4,571.21
ADJUSTMENTS TO PRIOR YEAR LIMIT	Adjustments to 2017-18			Adjustments to 2018-19		
3. District Lapses, Reorganizations and Other Transfers						
4. Temporary Voter Approved Increases						
5. Less: Lapses of Voter Approved Increases						
6. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A3 plus A4 minus A5)			0.00			0.00
7. ADJUSTMENTS TO PRIOR YEAR ADA (Only for district lapses, reorganizations and other transfers, and only if adjustments to the appropriations limit are entered in Line A3 above)						
B. CURRENT YEAR GANN ADA (2018-19 data should tie to Principal Apportionment Software Attendance reports and include ADA for charter schools reporting with the district)	2018-19 P2 Report			2019-20 P2 Estimate		
1. Total K-12 ADA (Form A, Line A6)	3,941.95		3,941.95	3,941.95		3,941.95
2. Total Charter Schools ADA (Form A, Line C9)	629.26		629.26	776.66		776.66
3. TOTAL CURRENT YEAR P2 ADA (Line B1 plus B2)			4,571.21			4,718.61
C. CURRENT YEAR LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED	2018-19 Actual			2019-20 Budget		
TAXES AND SUBVENTIONS (Funds 01, 09, and 62)						
1. Homeowners' Exemption (Object 8021)	107,034.57		107,034.57	102,985.00		102,985.00
2. Timber Yield Tax (Object 8022)	0.00		0.00	0.00		0.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	0.00		0.00	0.00		0.00
4. Secured Roll Taxes (Object 8041)	11,946,695.92		11,946,695.92	12,005,593.00		12,005,593.00
5. Unsecured Roll Taxes (Object 8042)	199,438.66		199,438.66	192,003.00		192,003.00
6. Prior Years' Taxes (Object 8043)	(109,975.29)		(109,975.29)	3,628.00		3,628.00
7. Supplemental Taxes (Object 8044)	210,340.75		210,340.75	229,611.00		229,611.00
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	3,905,740.39		3,905,740.39	2,906,136.00		2,906,136.00
9. Penalties and Int. from Delinquent Taxes (Object 8048)	5,568.82		5,568.82	0.00		0.00
10. Other In-Lieu Taxes (Object 8082)	0.00		0.00	0.00		0.00
11. Comm. Redevelopment Funds (objects 8047 & 8625)	0.00		0.00	0.00		0.00
12. Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.00
13. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
14. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
15. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)						
16. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C15)	16,264,843.82	0.00	16,264,843.82	15,439,956.00	0.00	15,439,956.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
17. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)	0.00		0.00	0.00		0.00
18. TOTAL LOCAL PROCEEDS OF TAXES (Lines C16 plus C17)	16,264,843.82	0.00	16,264,843.82	15,439,956.00	0.00	15,439,956.00

	2018-19 Calculations			2019-20 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
EXCLUDED APPROPRIATIONS						
19. Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts)			395,668.50			403,716.00
OTHER EXCLUSIONS						
20. Americans with Disabilities Act						
21. Unreimbursed Court Mandated Desegregation Costs						
22. Other Unfunded Court-ordered or Federal Mandates						
23. TOTAL EXCLUSIONS (Lines C19 through C22)			395,668.50			403,716.00
STATE AID RECEIVED (Funds 01, 09, and 62)						
24. LCFF - CY (objects 8011 and 8012)	27,754,355.00		27,754,355.00	28,906,988.00		28,906,988.00
25. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	130,245.00		130,245.00	0.00		0.00
26. TOTAL STATE AID RECEIVED (Lines C24 plus C25)	27,884,600.00	0.00	27,884,600.00	28,906,988.00	0.00	28,906,988.00
DATA FOR INTEREST CALCULATION						
27. Total Revenues (Funds 01, 09 & 62; objects 8000-8799)	49,624,175.35		49,624,175.35	46,204,906.00		46,204,906.00
28. Total Interest and Return on Investments (Funds 01, 09, and 62; objects 8660 and 8662)	118,623.02		118,623.02	45,000.00		45,000.00
D. APPROPRIATIONS LIMIT CALCULATIONS						
PRELIMINARY APPROPRIATIONS LIMIT						
1. Revised Prior Year Program Limit (Lines A1 plus A6)			28,265,796.92			29,095,099.29
2. Inflation Adjustment			1.0367			1.0385
3. Program Population Adjustment (Lines B3 divided by [A2 plus A7]) (Round to four decimal places)			0.9929			1.0322
4. PRELIMINARY APPROPRIATIONS LIMIT (Lines D1 times D2 times D3)			29,095,099.29			31,188,192.00
APPROPRIATIONS SUBJECT TO THE LIMIT						
5. Local Revenues Excluding Interest (Line C18)			16,264,843.82			15,439,956.00
6. Preliminary State Aid Calculation						
a. Minimum State Aid in Local Limit (Greater of \$120 times Line B3 or \$2,400; but not greater than Line C26 or less than zero)			548,545.20			566,233.20
b. Maximum State Aid in Local Limit (Lesser of Line C26 or Lines D4 minus D5 plus C23; but not less than zero)			13,225,923.97			16,151,952.00
c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b)			13,225,923.97			16,151,952.00
7. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Line C28 divided by [Lines C27 minus C28] times [Lines D5 plus D6c])			70,664.48			30,798.07
b. Total Local Proceeds of Taxes (Lines D5 plus D7a)			16,335,508.30			15,470,754.07
8. State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater than Line C26 or less than zero)			13,155,259.49			16,121,153.93
9. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D7b)			16,335,508.30			
b. State Subventions (Line D8)			13,155,259.49			
c. Less: Excluded Appropriations (Line C23)			395,668.50			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c)			29,095,099.29			

BUCKEYE UNION SCHOOL DISTRICT

RESOLUTION 19-21

RESOLUTION FOR ADOPTING THE "GANN" LIMIT

WHEREAS, in November, 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called "Gann Limits", for public agencies including school districts; and,

WHEREAS, the district must establish a Gann Limit for the 2018-19 fiscal year and a projected Gann Limit for the 2019-20 fiscal year in accordance with the provisions of Article XIII B and applicable statutory law; and,

WHEREAS, the change in statutory law enacted by Assembly Bill 439, Chapter 134 of the statutes of 1987, increased the amount of state aid which counts toward the district's Gann Limit; and,

WHEREAS, Section 7902.1 of the Government Code authorizes a district to increase its Gann Limit up to the level of the district's appropriations subject to limitation provided that the district inform the state of this action so that the state shall decrease its Gann Limit by a like amount.

NOW, THEREFORE, BE IT RESOLVED that this board does provide public notice that the attached calculations and documentation of the Gann Limits for the 2018-19 and 2019-20 fiscal years are made in accord with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this board does hereby declare that the appropriations in the budget for the 2018-19 and 2019-20 fiscal years do not exceed the limitations imposed by Proposition 4;

AND, BE IT FURTHER RESOLVED that the superintendent provides copies of this resolution along with the appropriate attachments to interested citizens of this district.

ADOPTED this 4th day of September 2019, at a regular meeting by the following witnesses:

AYES: _____
NOES: _____
ABSENT: _____
ABSTAINED: _____

Gloria Silva
Clerk of the Board of Trustees

Attest: David Roth, Ph.D.
Secretary to the Board of Trustees

CSBA Policy Language

POLICY #	POLICY AND UPDATE
AR5136/BP5136	<p><i>GANGS</i></p> <p>(BP/AR revised) Policy and regulation updated to expand material related to supports and services for students identified as gang members and reflect best practices for gang prevention, intervention, and suppression described in NEW RESOURCE from the National Gang Center and in publication from the Los Angeles Police Department. Williams Uniform Complaint Procedures</p>
AR1312.3 /BP1312.3	<p><i>UNIFORM COMPLAINT PROCEDURES</i></p> <p>BP/AR revised) Policy and regulation updated to reflect NEW LAWS authorizing the use of uniform complaint procedures (UCP) to resolve allegations of noncompliance with accommodations for pregnant and parenting students (AB 2289), the development and adoption of an LCFF budget overview for parents/guardians (AB 1808), the development of a school plan for student achievement (AB 716), and specified educational rights of migrant students and immigrant students enrolled in a newcomer program (AB 2121). Policy also updates section on "Non-UCP Complaints" to reflect NEW LAW (AB 1808) which provides that complaints alleging health and safety violations in license-exempt California State Preschool Programs are subject to Williams UCP. Regulation also updates section on "Notifications" to more closely reflect the California Department of Education's (CDE) Federal Program Monitoring instrument, deletes section on "District Responsibilities" which duplicates material in other sections, reorganizes section on "Report of Findings" for clarity, and revises section on "Corrective Actions" to delete item #9 which is not a remedy.</p>
AR1312.4/E1312.4	<p><i>WILLIAMS UNIFORM COMPLAINT PROCEDURES</i></p> <p>(AR, E(1), and E(2) revised; E(3) and E(4) added) Regulation updated to reflect NEW LAW (AB 1808) which authorizes the use of Williams UCP to resolve allegations of health and safety violations in license-exempt California State Preschool Programs. Regulation also adds optional paragraph authorizing the use of Williams UCP for complaints alleging that a school that serves grades 6-12 and meets a 40 percent student poverty threshold fails to comply with the requirements to stock at least 50 percent of the school's restrooms with feminine hygiene products and to not charge students for such products. Exhibit 1 revised to add the applicable complaint procedure for the types of complaints listed in the notice. Exhibit 2 expands the applicability of the complaint form to include complaints alleging the failure to provide feminine hygiene products. New Exhibits 3 and 4 provide a sample notice and</p>

CSBA Policy Language

		complaint form for complaints regarding health and safety in license-exempt preschool programs pursuant to AB 1808.
	AR4030/BP4030	NONDISCRIMINATION IN EMPLOYMENT (BP/AR revised) Policy and regulation updated to clarify applicability of the policy to nonemployees providing services to the district pursuant to a contract. Policy reflects NEW STATE REGULATIONS (Register 2018, No. 20) which add a definition of national origin and make it an unlawful employment practice to inquire into or discriminate against an employee on the basis of immigration status. Policy also reflects NEW LAW (SB 1300) which (1) prohibits districts from requiring an employee, in exchange for a raise or bonus or as a condition of employment or continued employment, to sign a nondisparagement agreement or release the right to file a claim against the district for unlawful acts in the workplace, including sexual harassment, and (2) provides that a district may be responsible for any harassment (not just sexual harassment) of employees by nonemployees if the district knows or should have known of the conduct and failed to take action. Regulation revises section on "Measures to Prevent Discrimination" to reflect a requirement, formerly in BP, to post the California Department of Fair Employment and Housing (DFEH) poster on workplace discrimination and harassment and to add the requirement to post the DFEH poster on the rights of transgender employees. Regulation also reflects NEW LAW (SB 1300) which authorizes training on bystander intervention.

Buckeye Union SD

Administrative Regulation

Uniform Complaint Procedures

AR 1312.3

Community Relations

Except as the Governing Board may otherwise specifically provide in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 4030 - Nondiscrimination in Employment)

Compliance Officers

The district designates the individual(s), position(s), or unit(s) identified below as responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s), position(s), or unit(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment responsible for handling complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). The compliance officer(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

Jackie McHaney
Assistant Superintendent
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530-677-2261 530-677-2261

Nicole Schraeder
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The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit the fair investigation or resolution of the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

(cf. 4331 - Staff Development)

(cf. 9124 - Attorney)

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

In addition, the Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

The notice shall include:

1. A statement that the district is primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group and all programs and activities that are subject to UCP as identified in the section "Complaints Subject to UCP" in the accompanying Board policy

2. A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3260 - Fees and Charges)

3. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities

4. A statement that a complaint regarding student fees must be filed no later than one year from the date the alleged violation occurred

5. A statement that the district will post a standardized notice of the educational rights of foster youth, homeless students, former juvenile court school students now enrolled in the district, children of military families, migrant students, and immigrant students enrolled in a newcomer program, as specified in Education Code 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6173.3 - Education for Juvenile Court School Students)

(cf. 6175 - Migrant Education Program)

6. Identification of the responsible staff member(s), position(s), or unit(s) designated to receive complaints

7. A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant

8. A statement that the complainant has a right to appeal the district's decision to CDE by filing a written appeal, including a copy of the original complaint and the district's decision, within 15 days of receiving the district's decision

9. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable

10. A statement that copies of the district's UCP are available free of charge

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the district web site and may be provided through district-supported social media, if available.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy (item #1 of the section "Complaints Subject to UCP") may be filed by any individual, public agency, or organization. (5 CCR 4630)

2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)

3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by persons who allege that they have personally

suffered unlawful discrimination or who believe that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)

4. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.

5. When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

Mediation

Within three business days after receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with an investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

Investigation of Complaint

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or the complainant's representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The compliance officer shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Timeline for Final Decision

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Final Written Decision" below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

For any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent shall be informed of any extension of the timeline agreed to by the complainant. The respondent also shall be sent the district's final written decision at the same time it is provided to the complainant.

Final Written Decision

For all complaints, the district's final written decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:
 - a. Statements made by any witnesses
 - b. The relative credibility of the individuals involved
 - c. How the complaining individual reacted to the incident
 - d. Any documentary or other evidence relating to the alleged conduct
 - e. Past instances of similar conduct by any alleged offenders
 - f. Past false allegations made by the complainant
2. The conclusion(s) of law
3. Disposition of the complaint
4. Rationale for such disposition

For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

- a. The manner in which the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The relationship between the alleged victim(s) and offender(s)
- d. The number of persons engaged in the conduct and at whom the conduct was directed

- e. The size of the school, location of the incidents, and context in which they occurred
 - f. Other incidents at the school involving different individuals
5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:

- a. The corrective actions imposed on the respondent
 - b. Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent.
 - c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence
6. Notice of the complainant's and respondent's right to appeal the district's decision to CDE within 15 calendar days, and procedures to be followed for initiating such an appeal

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the district's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved is enrolled in a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language pursuant to Education Code 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:

- 1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private

interest attorneys, 60 calendar days after the filing of an appeal with CDE. (Education Code 262.3)

2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)

3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

(cf. 5137 - Positive School Climate)

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling

(cf. 6164.2 - Guidance/Counseling Services)

2. Academic support

3. Health services

4. Assignment of an escort to allow the victim to move safely about campus

5. Information regarding available resources and how to report similar incidents or retaliation

6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim

7. Restorative justice

8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student

offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team

(cf. 6164.5 - Student Success Teams)

6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law

(cf. 6145 - Extracurricular and Cocurricular Activities)

7. Disciplinary action, such as suspension or expulsion, as permitted by law

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

However, if a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes for students in elementary schools, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51223, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's final written decision on a complaint regarding any specified federal or state educational program subject to UCP may file an appeal in writing with CDE within 15 calendar days of receiving the district's decision. (5 CCR 4632)

The complainant shall specify the basis for the appeal of the decision and how the facts of the district's decision are incorrect and/or the law has been misapplied. The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's decision in that complaint. (5 CCR 4632)

When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the district's final written decision, the respondent, in the same manner as the complainant, may file an appeal with CDE.

Upon notification by CDE that the district's decision has been appealed, the Superintendent or designee shall forward the following documents to CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the written decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's UCP
7. Other relevant information requested by CDE

BUCKEYE UNION SD

Administrative Regulation

Williams Uniform Complaint Procedures

AR 1312.4

Community Relations

Types of Complaints

The district shall use the procedures described in this administrative regulation only to investigate and resolve the following:

1. Complaints regarding the insufficiency of textbooks and instructional materials, including any complaint alleging that: (Education Code 35186; 5 CCR 4681)

a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.

b. A student does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each student.

c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

d. A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

2. Complaints regarding teacher vacancy or misassignment, including any complaint alleging that: (Education Code 35186; 5 CCR 4682)

a. A semester begins and a teacher vacancy exists.

b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learners in the class.

(cf. 4112.22 - Staff Teaching English Learners)

c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester. (Education Code 35186; 5 CCR 4600)

Beginning of the year or semester means the first day classes necessary to serve all the students enrolled are established with a single designated certificated employee assigned for the duration of the class, but not later than 20 working days after the first day students attend classes for that semester. (5 CCR 4600)

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education Code 35186; 5 CCR 4600)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

3. Complaints regarding the condition of school facilities, including any complaint alleging that: (Education Code 35186; 5 CCR 4683)

a. A condition poses an emergency or urgent threat to the health or safety of students or staff.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of students or staff while at school, including, but not limited to, gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; structural damage creating a hazardous or uninhabitable condition; or any other condition deemed appropriate. (Education Code 17592.72)

b. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.

Clean or maintained school restroom means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, or paper towels or functional hand dryers. (Education Code 35292.5)

Open restroom means the school has kept all restrooms open during school hours when students are not in classes and has kept a sufficient number of restrooms open during school hours when students are in classes. This does not apply when the temporary closing of the restroom is necessary for student safety or to make repairs. (Education Code 35292.5)

In any district school serving any of grades 6-12 in which 40 percent or more of the students in the school or school attendance area are from low-income families, as defined in 20 USC 6314, a complaint may be filed alleging noncompliance with the requirement of Education Code 35292.6 to stock, at all times, at least half of the restrooms in the school with feminine hygiene products and to not charge students for the use of such products.

(cf. 3514 - Environmental Safety)

(cf. 3517 - Facilities Inspection)

4. Complaints regarding the noncompliance of a license-exempt California State Preschool Program (CSPP) with health and safety standards specified in Health and Safety Code 1596.7925 and related state regulations, including any complaint alleging that: (Education Code 8235.5; Health and Safety Code 1596.7925)

- a. The preschool does not have outdoor shade that is safe and in good repair.
- b. Drinking water is not accessible and/or readily available throughout the day.
- c. The preschool does not provide safe and sanitary restroom facilities with one toilet and handwashing fixture for every 15 children.
- d. Restroom facilities are not available only for preschoolers and kindergartners.
- e. The preschool program does not provide visual supervision of children at all times.
- f. Indoor or outdoor space is not properly contained or fenced or does not provide sufficient space for the number of children using the space at any given time.
- g. Playground equipment is not safe, in good repair, or age appropriate.

Forms and Notices

The Superintendent or designee shall ensure a Williams complaint form is available at each school. However, complainants need not use the district's complaint form in order to file a complaint. (Education Code 35186; 5 CCR 4680)

The Superintendent or designee shall ensure that the district's complaint form specifies the location for filing a complaint and contains a space to indicate whether the complainant desires a response to the complaint. A complainant may add as much text to explain the complaint as desired. (Education Code 8235.5, 35186; 5 CCR 4680)

The Superintendent or designee shall post in each K-12 classroom in each school a notice containing the components specified in Education Code 35186. In each license-exempt CSPP classroom, a notice containing the components specified in Education Code 8235.5 shall be posted. (Education Code 8235.5, 35186)

Filing of Complaint

A complaint alleging any condition(s) specified in the section "Types of Complaints" above shall be filed with the principal or designee, or the preschool administrator or designee as appropriate, at the school in which the complaint arises. A complaint about problems beyond the authority of the principal or preschool administrator shall be forwarded to the Superintendent or designee in a timely manner, but not to exceed 10 working days. Complaints may be filed anonymously. (Education Code 8235.5, 35186; 5 CCR 4680)

Investigation and Response

The principal/preschool administrator or a designee of the Superintendent shall make all reasonable efforts to investigate any problem within their authority. (Education Code 8235.5, 35186; 5 CCR 4685)

Investigation of a complaint regarding preschool health or safety issues shall begin within 10 calendar days of receipt of the complaint. (Education Code 8235.5)

The principal/preschool administrator or Superintendent's designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 8235.5, 35186; 5 CCR 4685)

If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the principal/preschool administrator or Superintendent's designee shall report the resolution of the complaint to the complainant within 45 working days of the initial filing of the complaint. If the principal/preschool administrator makes this report, the information shall be reported at the same time to the Superintendent or designee. (Education Code 8235.5, 35186; 5 CCR 4680, 4685)

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code 8235.5, 35186)

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Governing Board at a regularly scheduled meeting. (Education Code 8235.5, 35186; 5 CCR 4686)

For any complaint concerning a facilities condition that poses an emergency or urgent threat to the health or safety of students or staff as described in item #3a or #4 in the section "Types of Complaints" above, a complainant who is not satisfied with the resolution proffered by the principal/preschool administrator or Superintendent or designee may file an appeal to the Superintendent of Public Instruction within 15 days of receiving the district's response. The complainant shall comply with the appeal requirements specified in 5 CCR 4632. (Education Code 8235.5, 35186; 5 CCR 4687)

All complaints and written responses shall be public records. (Education Code 8235.5, 35186;

5 CCR 4686)

(cf. 1340 - Access to District Records)

Reports

On a quarterly basis, the Superintendent or designee shall report, to the Board at a regularly scheduled public Board meeting and to the County Superintendent of Schools, summarized data on the nature and resolution of all complaints. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. (Education Code 8235.5, 35186; 5 CCR 4686)

Legal Reference:

EDUCATION CODE

234.1 Prohibition of discrimination, harassment, intimidation, and bullying

1240 County superintendent of schools, duties

8235-8239.1 California State Preschool Programs, especially:

8235.5 California State Preschool Program, complaints regarding health and safety issues

17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account

33126 School accountability report card

35186 Williams uniform complaint procedures

35292.5-35292.6 Restrooms, maintenance and cleanliness

48985 Notice to parents in language other than English

60119 Hearing on sufficiency of instructional materials

HEALTH AND SAFETY CODE

1596.792 California Child Day Care Act; general provisions and definitions

1596.7925 California Child Day Care Act; health and safety regulations

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4680-4687 Williams uniform complaint procedures

UNITED STATES CODE, TITLE 20

6314 Title I schoolwide program

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California County Superintendents Educational Services Association: <http://www.ccsesa.org>

California Department of Education, Williams case: <http://www.cde.ca.gov/eo/ce/wc>

State Allocation Board, Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

BUCKEYE UNION SCHOOL DISTRICT

APPROVED:

EL DORADO HILLS, CALIFORNIA

BUCKEYE UNION SD

Board Policy

Nondiscrimination In Employment

BP 4030

Personnel

The Governing Board is determined to provide a safe, positive environment where all district employees are assured of full and equal employment access and opportunities, protection from harassment and intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. For purposes of this policy, employees include job applicants, interns, volunteers, and persons who contracted with the district to provide services, as applicable.

(cf. 1240 - Volunteer Assistance)

(cf. 3312 - Contracts)

(cf. 3600 - Consultants)

(cf. 4111/4211/4311 - Recruitment and Selection)

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, color, ancestry, national origin, age, religious creed, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, sex, sexual orientation, gender, gender identity, gender expression, or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

The district shall not inquire into any employee's immigration status nor discriminate against an employee on the basis of immigration status, unless there is clear and convincing evidence that it is necessary to comply with federal immigration law. (2 CCR 11028)

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

1. Discrimination in hiring, compensation, terms, conditions, and other privileges of employment

(cf. 4151/4251/4351 - Employee Compensation)

(cf. 4154/4254/4354 - Health and Welfare Benefits)

2. Taking of an adverse employment action, such as termination or the denial of employment, promotion, job assignment, or training

3. Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities, or that has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, or offensive work environment

4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:

a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status

(cf. 4033 - Lactation Accommodation)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

b. Religious creed discrimination based on an employee's religious belief or observance, including religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement

(cf. 4119.22/4219.22/4319.22 - Dress and Grooming)

c. Requirement for a medical or psychological examination of a job applicant, or an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity

(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

d. Failure to make reasonable accommodation for the known physical or mental disability of an employee, or to engage in a timely, good faith, interactive process with an employee who has requested such accommodations in order to determine the effective reasonable accommodations, if any, to be provided to the employee

(cf. 4032 - Reasonable Accommodation)

The Board also prohibits retaliation against any district employee who opposes any discriminatory employment practice by the district or its employees, agents, or representatives or who complains, testifies, assists, or in any way participates in the district's complaint process pursuant to this policy. No employee who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940; 2 CCR 11028)

No employee shall, in exchange for a raise or bonus or as a condition of employment or continued employment, be required to sign any document that releases the employee's right to

file a claim against the district or to disclose information about harassment or other unlawful employment practices. (Government Code 12964.5)

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment, including harassment of an employee by a nonemployee, shall report the incident to the Superintendent or designated district coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. The district shall protect any employee who reports such incidents from retaliation.

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy, including providing training and information to employees about how to recognize harassment, discrimination, or other related conduct, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

CIVIL CODE

51.7 Freedom from violence or intimidation

GOVERNMENT CODE

11135 Unlawful discrimination

11138 Rules and regulations

12900-12996 Fair Employment and Housing Act, especially:

12940-12952 Unlawful employment practices

12960-12976 Unlawful employment practices; complaints

PENAL CODE

422.56 Definitions, hate crimes

CODE OF REGULATIONS, TITLE 2

11006-11086 Discrimination in employment, especially:

11013 Recordkeeping

11019 Terms, conditions and privileges of employment

11023 Harassment and discrimination prevention and correction

11024 Sexual harassment training and education

11027-11028 National origin and ancestry discrimination
CODE OF REGULATIONS, TITLE 5
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1681-1688 Title IX of the Education Amendments of 1972
UNITED STATES CODE, TITLE 29
621-634 Age Discrimination in Employment Act
794 Section 504 of the Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000d-7 Title VI, Civil Rights Act of 1964, as amended
2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended
2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
6101-6107 Age discrimination in federally assisted programs
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 34
100.6 Compliance information
104.7 Designation of responsible employee for Section 504
104.8 Notice
106.8 Designation of responsible employee and adoption of grievance procedures
106.9 Dissemination of policy
110.1-110.39 Nondiscrimination on the basis of age
COURT DECISIONS
Thompson v. North American Stainless LP, (2011) 131 S.Ct. 863
Shephard v. Loyola Marymount, (2002) 102 Cal.App.4th 837

Management Resources:

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS
California Law Prohibits Workplace Discrimination and Harassment
Transgender Rights in the Workplace
Workplace Harassment Guide for California Employers
Your Rights and Obligations as a Pregnant Employee
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Notice of Non-Discrimination, August 2010
U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS
EEOC Compliance Manual
Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999
WEB SITES
California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>
U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>
U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

BUCKEYE UNION SCHOOL DISTRICT

APPROVED:

EL DORADO HILLS, CALIFORNIA

Buckeye Union SD

Board Policy

Gangs

BP 5136

Students

The Governing Board desires to keep district schools free from the threats or harmful influence of any groups who exhibit behavior disruptive to the school environment and/or the safety and well-being of students. The Board additionally desires to provide support and intervention to students who are members of gangs to enable them to successfully disengage from gang involvement and be successful in school.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3513.4 - Drug and Alcohol Free Schools)
(cf. 5131.4 - Student Disturbances)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5137 - Positive School Climate)

The Superintendent or designee shall develop strategies for gang prevention that address the reasons that students may become involved in gangs, including the identity, recognition, or status achieved as being part of a gang, protection from gang violence in the community, the need for companionship and an extended family, intimidation to join a gang, desire to join a gang to be in a position to intimidate others, and/or connection with criminal activity.

Gang violence prevention shall start as early as possible and include, but not be limited to, age-appropriate education that focuses on developing emotional and social competence, increasing prosocial peer bonds, strengthening attachment and commitment to school, and enhancing cooperative learning skills. Prevention shall also include improving parent/guardian involvement in and support for their children's academic progress, as well as ongoing gang awareness education for parents/guardians, including gang identifiers.

(cf. 5020 - Parent Involvement)
(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall take steps to deter gang activity on school campuses, including threats and intimidation of students and staff, recruitment or intimidation of students to join gangs, bullying, fighting, criminal activities, and confrontations between members of different gangs.

(cf. 5131.2 - Bullying)

The Superintendent or designee shall ensure that school rules of conduct and any school dress code prohibiting gang-related apparel are enforced consistently. If a student exhibits signs of gang affiliation, staff shall so inform the principal or designee and the student's parent/guardian.

(cf. 5132 - Dress and Grooming)

The Superintendent or designee shall provide in-service training which helps staff to identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources. The Superintendent or designee shall also provide staff development on social and emotional learning, classroom management, interactive teaching, and cooperative learning skills.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee may consider gang activity prevention and intervention when developing programs outside of the school day.

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Preschool/Early Childhood Education)

(cf. 5148.3 - Before/After School Programs)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

The Superintendent or designee shall collaborate with child welfare services, mental health agencies, social services, and local law enforcement authorities in the prevention and intervention of gang activity.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Legal Reference:

EDUCATION CODE

32282 School safety plans

35183 Gang-related apparel

48907 Student exercise of free expression

48950 Student freedom of speech

51264 Educational in-service training; CDE guidelines

51265 Gang violence and drug and alcohol abuse prevention in-service training

51266-51266.5 Model gang and substance abuse prevention curriculum

PENAL CODE

186.22 Participation in criminal street gang

13826-13826.7 Gang violence suppression

UNITED STATES CODE, TITLE 20
7101-7122 Student Support and Academic Enrichment Grants

Management Resources:

LOS ANGELES POLICE DEPARTMENT PUBLICATIONS

Why Young People Join Gangs

NATIONAL GANG CENTER PUBLICATIONS

Strategic Planning Tool

Gangs in Schools, March 2019

Parents' Guide to Gangs, July 2015

WEB SITES

California Cities Gang Prevention Network: <http://www.ccgpn.org>

California Department of Education: <http://www.cde.ca.gov/ls/ss/sa>

Gang Resistance Education and Training: <http://www.great-online.org/GREAT-Home>

Los Angeles Police Department, Gangs:

http://www.lapdonline.org/get_informed/content_basic_view/1396

Homeboy Industries: <http://homeboyindustries.org>

National Gang Center: <http://www.nationalgangcenter.gov>

BUCKEYE UNION SCHOOL DISTRICT

APPROVED:

EL DORADO HILLS, CALIFORNIA

BUCKEYE UNION SD

Exhibit

Williams Uniform Complaint Procedures

E 1312.4

Community Relations

NOTICE TO PARENTS/GUARDIANS, STUDENTS, AND TEACHERS: K-8 COMPLAINT RIGHTS

Parents/Guardians, Students, and Teachers:

Pursuant to Education Code 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each student, including an English learner, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

If you choose to file a complaint alleging that any of the above conditions is not being met, your complaint will be addressed through the district's Williams uniform complaint procedures as required by law. A complaint form may be obtained at the school office or district office, or downloaded from the school or district web site. You may also download a copy of the California Department of Education complaint form from the following web site: <http://www.cde.ca.gov/re/cp/uc>. However, a complaint need not be filed using either the district's complaint form or the complaint form from the California Department of Education.

BUCKEYE UNION SCHOOL DISTRICT

APPROVED:

EL DORADO HILLS, CALIFORNIA



**K-8 COMPLAINT FORM
WILLIAMS UNIFORM COMPLAINT PROCEDURES**

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, or teacher vacancy or misassignment. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? Yes No

Contact information: (if response is requested)

Name: _____

Address: _____

Phone number: Day: _____ Evening: _____

E-mail address, if any: _____

Date problem was observed: _____

Location of the problem that is the subject of this complaint:

School name/address: _____

Course title/grade level and teacher name: _____

Room number/name of room/location of facility: _____

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please contact the school or district for the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

1. Textbooks and instructional materials: (Education Code 35186; 5 CCR 4681)

 A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.

___ A student does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each student.

___ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

___ A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Teacher vacancy or misassignments: (Education Code 35186; 5 CCR 4682)

___ A semester begins and a teacher vacancy exists. A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the school year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

___ A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learners in the class.

___ A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

3. Facilities conditions: (Education Code 17592.72, 35186, 35292.5, 35292.6; 5 CCR 4683)

___ A condition exists that poses an emergency or urgent threat to the health or safety of students or staff including gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; structural damage creating a hazardous or uninhabitable condition; and any other condition deemed appropriate by the district.

___ A school restroom has not been cleaned or maintained regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, or paper towels or functional hand dryers.

___ For a school that serves students in any of grades 6-12 with 40 percent or more of its students from low-income families, as defined, the school has not stocked at least half of its restrooms with feminine products at all times and made those products available to students at no cost.

___ The school has not kept all restrooms open during school hours when students are not in classes and has not kept a sufficient number of restrooms open during school hours when students are in classes. This does not apply when temporary closing of the restroom is necessary for student safety or to make repairs.

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary to fully describe the situation. For complaints regarding facilities conditions, please describe the emergency or urgent facilities condition and how that condition poses a threat to the health or safety of students or staff.

Please file this complaint at the following location:

(Principal or designee)

(Address)

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

(Signature)

(Date)

BUCKEYE UNION SD

Administrative Regulation

Nondiscrimination In Employment

AR 4030

Personnel

All allegations of discrimination in employment, including those involving an employee, job applicant, intern, volunteer, or person contracted to provide services to the district shall be investigated and resolved in accordance with procedures specified in this administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1240 - Volunteer Assistance)

(cf. 3312 - Contracts)

(cf. 3600 - Consultants)

(cf. 4032 - Reasonable Accommodation)

The district designates the position identified below as its coordinator for nondiscrimination in employment (coordinator) to coordinate the district's efforts to comply with state and federal nondiscrimination laws and to answer inquiries regarding the district's nondiscrimination policies. The coordinator may be contacted at:

Jackie McHaney

jmchaney@buckeyeusd.org

5049 Robert J.Mathews Pkwy

El Dorado Hills, CA 95762

530-677-2261 530-677-2261

Measures to Prevent Discrimination

To prevent unlawful discrimination, harassment, and retaliation in district employment, the Superintendent or designee shall implement the following measures:

1. Display in a prominent and accessible location at every work site where the district has employees and post electronically on computers in a conspicuous location, the California Department of Fair Employment and Housing (DFEH) posters in regard to workplace discrimination and harassment and the rights of transgender employees (Government Code 12950)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

2. Publicize the district's nondiscrimination policy and regulation, including the complaint procedures and the coordinator's contact information, by: (5 CCR 4960; 34 CFR 100.6, 106.9)

- a. Including them in each announcement, bulletin, or application form that is used in employee recruitment
- b. Posting them in all district schools and offices, including staff lounges and other prominent locations
- c. Posting them on the district's web site and providing easy access to them through district-supported social media, when available

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 4111/4211/4311 - Recruitment and Selection)

3. Disseminate the district's nondiscrimination policy to all employees by one or more of the following methods: (2 CCR 11023)

- a. Printing and providing a copy of the policy to all employees, with an acknowledgment form for each employee to sign and return
- b. Sending the policy via email with an acknowledgment return form
- c. Posting the policy on the district intranet with a tracking system ensuring all employees have read and acknowledged receipt of the policies
- d. Discussing the policy with employees upon hire and/or during a new hire orientation session
- e. Any other way that ensures employees receive and understand the policy

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

4. Provide to employees a handbook which contains information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to employees who believe they have been the victim of any discriminatory or harassing behavior

5. Provide training to employees, volunteers, and interns regarding the district's nondiscrimination policy, including what constitutes unlawful discrimination, harassment, and retaliation and how and to whom a report of an incident should be made

The district may also provide bystander intervention training to employees that includes information and practical guidance on how to recognize potentially problematic behaviors and motivates them to take action when they observe such behaviors. The training and education may include exercises to provide employees with the skills and confidence to intervene as appropriate and to provide them with resources they can call upon that support their intervention.

(Government Code 12950.2)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

6. Periodically review the district's recruitment, hiring, and promotion processes and regularly monitor the terms, conditions, and privileges of employment to ensure district compliance with law

7. For any district facility where 10 percent of employees have a language other than English as their spoken language, translate the policy into every language spoken by at least 10 percent of the workforce

Complaint Procedure

Any complaint alleging unlawful discrimination or harassment shall be addressed in accordance with the following procedures:

1. Notice and Receipt of Complaint: A complainant may inform a direct supervisor, another supervisor, the coordinator, the Superintendent or, if available, a complaint hotline or an ombudsman. The employee's direct supervisor may be bypassed in filing a complaint where the supervisor is the subject of the complaint.

The complainant may file a written complaint in accordance with this procedure or may first attempt to resolve the situation informally with the employee's supervisor.

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the coordinator, whether or not the complainant files a written complaint.

The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, other evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

2. Investigation Process: The coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five business days of receiving notice of the alleged discriminatory or harassing behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

The coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The coordinator shall inform the complainant that the investigation of the allegations will be fair, timely, and thorough and will be conducted in a manner that provides all parties due process and

reaches reasonable conclusions based on the evidence collected. The coordinator shall also inform the parties that the investigation will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation.

(cf. 3580 - District Records)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

If the coordinator determines that a detailed fact-finding investigation is necessary, the investigation shall begin immediately. As part of this investigation, the coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.

The coordinator shall track and document the progress of the investigation to ensure reasonable progress and shall inform the parties as necessary.

When necessary to carry out the investigation or to protect employee safety, the coordinator may discuss the complaint with the Superintendent or designee, district legal counsel, or the district's risk manager.

The coordinator shall also determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed to ensure that further incidents are prevented. The coordinator shall ensure that such interim measures do not constitute retaliation.

3. **Written Report on Findings and Remedial/Corrective Action:** No more than 20 business days after receiving the complaint, the coordinator shall conclude the investigation and prepare a written report of the findings. This timeline may be extended for good cause. If an extension is needed, the coordinator shall notify the parties and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report shall also include any corrective action(s) that have been or will be taken to address the behavior, provide appropriate options for remedial actions and resolutions for the complainant, and ensure that retaliation or further discrimination or harassment is prevented. The report shall be presented to the Superintendent or designee.

A summary of the findings shall be presented to the complainant and the person accused.

4. **Appeal to the Governing Board:** The complainant or the person accused may appeal any findings to the Board within 10 business days of receiving the written report of the coordinator's findings. The Superintendent or designee shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 business days.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 9321 - Closed Session Purposes and Agendas)

Other Remedies

In addition to filing a discrimination or harassment complaint with the district, a person may file a complaint with either DFEH or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. To file a valid complaint with DFEH, within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960
2. To file a valid complaint directly with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)
3. To file a valid complaint with EEOC after first filing a complaint with DFEH, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier (42 USC 2000e-5)

BUCKEYE UNION SD

Administrative Regulation

Gangs

AR 5136

Students

Prevention, Intervention, and Suppression Measures

The Superintendent or designee shall become informed of the gang history in the district and community, conduct assessments of current gang activity at the school sites, and document and follow up on gang-related incidents.

In order to discourage the influence of gangs, the following measures shall be implemented:

1. Any student suspected of gang affiliation based on the display of behavior, gestures, apparel, or paraphernalia shall be referred to the principal or designee, and the following actions taken, as appropriate:

a. The student's parent/guardian shall be contacted and may be asked to meet with school staff in order to proactively address the concern and be included as part of the solution.

b. The student may be sent home to change clothes if necessary.

(cf. 5132 - Dress and Grooming)

c. The student's behaviors and progress in school shall be documented, including attendance and grades.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5113.11 - Attendance Supervision)

(cf. 5113.12 - District School Attendance Review Board)

(cf. 6164.2 - Guidance/Counseling Services)

d. Intervention techniques such as mentoring, academic support, and a system of wraparound support service shall be implemented to help the student disengage from gang involvement.

e. Consistent and graduated discipline and accountability shall be implemented when appropriate and combined with positive support using conflict-resolution strategies and other restorative justice practices demonstrated to be effective with gang-involved youth.

f. Students shall be offered help in rejecting gang associations, including possible referral to community-based gang suppression and prevention organizations.

g. Law enforcement shall be notified if the student is suspected of being involved in gangs.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

2. Any graffiti on school premises shall be removed, washed down, or painted over as soon as discovered. Graffiti shall be documented and photographed before it is removed. These photographs shall be shared with local law enforcement authorities and used in future disciplinary or criminal action against the offenders. This information can also be used to determine whether a threat or incident is imminent.

(cf. 3515 - Campus Security)

(cf. 5131.5 - Vandalism and Graffiti)

3. Classroom and after-school programs may include gang prevention lessons that are taught jointly by teachers, counselors, law enforcement, and/or other organizations that are knowledgeable about gang prevention and shall:

a. Provide social and emotional learning designed to enhance individual self-esteem, provide positive reinforcement for acceptable behavior, and foster interest in a variety of constructive activities

b. Explain the dangers of gang membership

c. Provide counseling for targeted at-risk students

d. Include lessons or role-playing workshops in gang avoidance skills and nonviolent conflict resolution, including communication skills, anti-bullying, anger management, acceptance, and mediation skills

(cf. 5131.2 - Bullying)

e. Assign individual gang members to cooperative learning groups in which they may work toward common goals with students who are not members of their gang

f. Provide school-to-career instruction

g. Provide positive interaction with local law enforcement

(cf. 5137 - Positive School Climate)

4. Staff shall actively promote membership in authorized school clubs and student organizations, sports and cultural activities and affiliations with the local community, and

community service projects which can provide students companionship, safety, and a sense of purpose and belonging.

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

Parent/Guardian and Community Outreach

The Superintendent or designee may offer gang prevention classes or counseling for parents/guardians which may address the following topics:

1. The reasons students join gangs
2. The dangers and consequences of gang membership
3. Warning signs which may indicate that students are at risk of becoming involved with gangs, including the use of social media for gang communication and promotion
4. The nature of local gang apparel and graffiti
5. Effective parenting techniques and planning family time
6. Conflict resolution techniques

In addition, the Superintendent or designee may offer community programs that address the scope and nature of local gang problems and strategies by which each segment of the community may alleviate gang problems.

BUCKEYE UNION SCHOOL DISTRICT
APPROVED:

ELDORADO HILLS, CALIFORNIA