BUCKEYE UNION SCHOOL DISTRICT

AGENDA

PUBLIC HEARING/REGULAR MEETING
OF THE
BOARD OF TRUSTEES

DISTRICT VISION STATEMENT

Working together with families, the community, and a highly qualified staff, the Buckeye Union School District ensures that teach student masters the knowledge and skills needed to maximize his/her academic and personal success in a global society.

Wednesday, June 12, 2019
Room: District Office Board Room
5049 Robert J. Mathews Parkway, El Dorado Hills, CA 95762
(Park and Enter Board Room in Back of Building)

Closed Session-6:00 p.m.
Open Session - 7:00 p.m.

I. CALL TO ORDER

II. PUBLIC COMMENTS

III. ADJOURN TO CLOSED SESSION

1. Superintendent Evaluation

IV. RECONVENE TO OPEN SESSION AND FLAG SALUTE

V. ROLL CALL

VI. APPROVAL OF AGENDA

VII. PUBLIC COMMENTS

VIII. PRESENTATIONS

1. International Bachelorette Update: Amy Gargani

VI. REPORTS

1. California Montessori Project Report: Kim Zawilski

2. Rising Sun Montessori Charter School Report: Karl Zierhut
3. Clarksville Charter School Report: Julie Haycock
4. Cottonwood Charter School Report:
5. Reports and Requests by Board Members
6. Superintendent Report

VII. CONSENT AGENDA

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

1. Personal Report
2. Minutes of the Public Hearing/Regular Meeting May 15, 2019
3. Approval of Buckeye Elementary Overnight Field Trip to Alliance Redwoods, 10/14/19-10/16/19 for Gomez and Martin 5th grade classes.
4. Approval of Buckeye Elementary Overnight Field Trip to Coloma Outdoor Discovery School, 9/30/19-10/1/19 for Burns and Carter 4th grade classes.
5. Approval of Oak Meadow Elementary Overnight Field Trip to Alliance Redwoods 10/15/19-10/18/19 for Prahl, Hopps, and Brennan 5th grade classes.
6. Title III Federal Addendum for 2019-2020 LCAP.

VIII. PUBLIC HEARINGS

1. Local Control and Accountability Plan (LCAP) for Buckeye Union School District

(David Roth, Ph.D., Superintendent)

Per Education Code Section 52062(b) (1), the Governing Board of a school district shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the local control and accountability plan.

Conduct of Hearing: a) Staff report and discussion; b) Public Testimony; c) Close the public hearing; d) Board discussion - no action

2. Local Control and Accountability Plan (LCAP) for Charter Montessori, Valley View Campus

(David Roth, Ph.D. Superintendent)

Per Education Code Section 52062(b) (1), the Governing Board of a school district shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the local control and accountability plan.

Conduct of Hearing: a) Staff report and discussion; b) Public Testimony; c) Close the public hearing; d) Board discussion - no action

3. Local Control and Accountability Plan (LCAP) for Buckeye Union Mandarin Immersion Charter School

(David Roth, Ph.D. Superintendent)

Per Education Code Section 52062(b) (1), the Governing Board of a school district shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the local control and accountability plan.

Conduct of Hearing: a) Staff report and discussion; b) Public Testimony; c) Close the public hearing; d) Board discussion - no action

4. 2019/2020 Proposed Budget

Per California Education Code section 42127, on or before July 1 of each year the Governing Board of each school district shall hold a public hearing on the budget to be adopted for the subsequent fiscal year. This is a designated time for the public to ask questions or make comments concerning the 2019/2020 proposed district budget.

(Jackie McHaney, Assistant Superintendent)

Conduct of Hearing: a) Staff report and discussion; b) Public Testimony; c) Close the public hearing; d) Board discussion - no action

IX. DISCUSSION/ACTION ITEMS

1. Approve Resolution 19-12 Material Revision to The Cottonwood Charter School

(Jackie McHaney, Assistant Superintendent)

2. Approve Resolution 19-13 to Renew the Charter of the Valley View Charter Montessori School for a term of 5 years (July 1, 2019 - June 30, 2024)

(Jackie McHaney, Assistant Superintendent)

3. Approve/Ratify Approval of the El Dorado Schools Financing Authority MOU by and between the El Dorado Schools Financing Authority and its member districts Buckeye Union School District, Rescue Union School District, and El Dorado Union High School District and the Serranos Owners' Association.

(Jackie McHaney, Assistant Superintendent)

4. Approve Resolution 19-14 Eliminating Classified Employee Services Effective August 14, 2019

(Jackie McHaney, Assistant Superintendent)

5. Approve Resolution 19-15 Amendment One to Buckeye Union School District Employer Pan 403(b) Plan ("the Plan").

(Jackie McHaney, Assistant Superintendent)

6. Approve Resolution 19-16 Amendment One to the El Dorado County Office of Education Employer Paid 457(b) Plan ("the Plan")

(Jackie McHaney, Assistant Superintendent)

IX. NEXT MEETING

Park and enter Board Room from the back of the building.

Wednesday, June 26, 2019, 7:00 P.M. District Office Board Room
5049 Robert J. Mathews Parkway, El Dorado Hills, CA 95762

X. ADJOURNMENT

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

Campus: Shingle Springs
Principal: Kim Zawilski
Report Month: June 2019
Date Range of Report: 05-01-19 to 05-31-19

Shingle Springs Campus Update

CLASSROOMS

TEACHER'S NAME	CLASSROOM	GRADE LEVEL	CA CRED.	MONTESSORI CERTIFICATION	CPR CERTS	BUDGETED NUMBERS	CURRENT ENROLLMENT	NUMBER OVER/UNDER BUDGET
Britt Serkanic	Pine	K/1	CTC	3-6	Yes	20	20	0
Molly Kimber	Pine	K/1	CTC	3-6/6-9	Yes	20	20	0
Eileen Perkins	Mimosa	K/1	CTC	3-6/6-9	Yes	16	16	0
Amber Presnall	Mimosa	K/1	CTC	3-6	Yes	17	16	-1
Charmaine Scott	Cedar	K/1	CTC	3-6/6-9	Yes	17	17	0
Shari DeVille	Cedar	K/1	CTC	3-6IP/6-9	Yes	16	16	0
Jan Fagan	Aspen	2/3	CTC	6-9	Yes	24	24	0
Shannan Chanda	Wisteria	2/3	CTC	6-9	Yes	24	24	0
Ronda Ritchie	Laurel	2/3	CTC	6-9	Yes	22	22	0
Emily McDaniel	Willow	2/3	CTC	6-9	Yes	22	22	0
Katherine Cox	Olive	2/3	CTC	6-9	Yes	22	23	+1
Gwyne Parker	Cypress	4/5/6	CTC	6-9/9-12	Yes	22	24	+2
Kathy Gerstle	Manzanita	4/5/6	CTC	6-9/9-12	Yes	22	24	+2
Kelly Barton	Fig	4/5/6	CTC	6-9/9-12	Yes	22	24	+1
Christina Sherrod	Elm	4/5/6	CTC	6-9/9-12	Yes	22	24	+2
Kanchana Sriram	Magnolia	4/5/6:	CTC	6-9/9-12	Yes	17	17	0
Marie Liston	Magnolia	4/5/6	CTC	IP	Yes	16	16	0
Caleb Peterson	Birch	4/5/6	CTC	6-9/9-12	Yes	17	17	0
Alison Rosen	Birch	4/5/6	CTC	6-9/9-12	Yes	16	16	0
Robert Thomas	Sequoia	7/8	CTC	Secondary (MS)	Yes	21	21	0
Tom Freer	Sequoia	7/8	CTC	6-9 & MS (IP)	Yes	20	21	+1
Natasha Raffety	Sequoia	7/8	CTC	Secondary (MS)	Yes	21	21	0
Kim Yeager	Sequoia	7/8	CTC	6-9/9-12 & MS	Yes	20	20	0

ENROLLMENT

BUDGETED ENROLLMENT:	456	ACTUAL ENROLLMENT:	464 (+8)

LOTTERY BINDER:	K	1st	2nd	3rd	4th	5th	6th	7th	8th
2018-2019	36	29	16	10	17	4	15	8	1
2019-2020	62	27	10	7	6	7	11	7	2

ENROLLMENTS & DISENROLLMENTS

STUDENT NUMBER	GRADE LEVEL	REASON	EXIT INTERVIEW?	COPY TO ADMIN.
6006234363	K	Student's family moved to Susanville	No	

DISCIPLINE

SUSPENSIONS:		EXPULSIONS:	
CURRENT: 2	YTD: 3	CURRENT: 0	YTD: 0

CLUB MONTESSORI

CLUB MONTESSORI STAFF	HOURS	CPR CERTS
Leanne Winslow (M-F)	2:00 - 5:00	Yes
Mikayla Ralph (M-F)	7:00 - 8:30	Yes
Tatjana Thorne (M-F)	7:30 - 8:30	Yes
Whitney Lindsay (M-F)	7:30 - 8:30	Yes
Veronica Greene (M-F)	2:00 - 6:00	Yes
Kaitlyn Fly (M-F)	2:00 - 6:00	Yes
Whitney Lindsay (M-F)	3:00 – 4:00	Yes
Raechel Hayden (M-Th)	3:00 – 4:00	Yes

CLUB MONTESSORI ENROLLMENT	
BEFORE SCHOOL:	9
AFTER SCHOOL:	6
BEFORE & AFTER SCHOOL:	24
KINDERGARTEN SUPPLEMENT:	22
INTERSESSIONS:	N/A
EARLY RELEASE DAYS:	71
PUNCH CARDS:	99
STAFF CHILDREN:	34

STUDENT HEALTH AND SAFETY

TOPIC	GRADE	DATE	AGENCY
Hearing Screening	K, 2, 5 & 8	08/23/18	K-12 Health
Vision Screening	1, 3 & 6	08/23/18	K-12 Health
Scoliosis	7(F), 8(M)	08/23/18	K-12 Health
Drug Education	7, 8	Winter	Health Curriculum
Sexual Health	7, 8	Spring	Health Curriculum

EMERGENCY DRILLS	DATE
Fire/Evacuation	04/04/19
Earthquake	08/28/18
Lockdown/Shelter in Place	04/08/19
Club M – Fire Drill	04/25/19
Club M – Shelter in Place	04/25/19

SPECIAL EDUCATION

ROLE	NAME	SCHEDULE
Point of Contact:	Kim Zawilski	M-F 7:30-4:30
Resource Specialist:	Dawn Nordquist	M-Th 8:00-4:30
Resource Specialist:	Robyn Axline	M-Th 9:00-3:00
Speech Therapist/Pathologist:	Leigh Anne Krueger	M-F 8:00-4:30
SLP Aide:	Joyce Hollingsworth	T &Th 8:30-3:00
Occupational Therapist	School Steps	T 8:00-4:30
Resource Aides:	Sara Eldridge Cherish Duff Michelle Nicdao	M-F 8:30-1:00 M-F 8:30-3:00 T-Th 8:30-3:00

TOTALS	
IEP:	72
RSP/SAI:	37
Speech:	52
OT:	14
Behavior	5
Mental Health:	3
ELL:	2

FUNDRAISING EFFORTS

Event	Total Raised	Funds Used For:
Believe Kids Sales	$7,537.60	Field Trip Program Support
Harvest Festival	$7,800.00	Classroom Materials, Athletics, Library Custom Seating
Scholastic Book Faire	$5,313.22	Books, Cart, Drop Box for School Libraries
See's Candy	$3,035.50	Modular Library Seating & Bleachers
Flappers & Fellas Gala	$25,732.00	Ball Walls, Hawks PopUps, Garden Program, Electric Cart, Athletic Shed
Scholastic Book Faire	$7,412.29	Books for Libraries and Social-Emotional Lending Library

COMMENTS

Alumni Reunion! Each year, we reach out to our Alumni students who are getting ready to graduate from High School and invite them back to visit, reconnect, reminisce and share their experiences since they graduated from CMP. It is always great to hear how these graduating High School Seniors have adjusted to High School life and how CMP prepared them for their High School experience. The students enjoy reviewing their 8th grade yearbooks and watching slideshows of their Kindergarten through 8th grade years at CMP, while visiting with each other and their teachers. Pictured right is the CMP 8th grade graduating class of 2015!



100% Attendance Breakfast We are pleased to host a special breakfast and a goodie bag with 41 of our students who have had 100% attendance this entire school year. We will also celebrate a graduating 8th grader who has had 9 years of perfect attendance. What an accomplishment!

Enrollment Update from Head of School

Rising Sun Montessori School 6/1/19 (End of Academic Year 2018/19)

Teacher's Name	Class Grade Levels	CA Credential	Montessori Certification	CPR/1st Aide/BBP/AED	Budgeted Numbers	Current	Variance
Hana Arbuckle	TK/K Leo	CTC	Early Childhood IP	Yes	25	25	0
Jeff Ritchie	1-3 Andromeda	CTC	Lower Elementary	Yes	26	25	-1
Kate Watson	1-3 Seashell	CTC	Lower Elementary	Yes	26	24	-2
Susan Parker	4-6 Phoenix	CTC	Lower and Upper Elementary	Yes	26	23	-3
Karl Zierhut	7-8 Taurus	CTC	Secondary	Yes	26	23	-3
				Totals:	129	120	-9

BUCKEYE UNION SCHOOL DISTRICT

PERSONNEL UPDATE

June 12, 2019

I. NEW CERTIFICATED/ADMINISTRATIVE STAFF

Jennifer Allen	-Part-time (.60 FTE) Spanish Teacher at Valley View Charter Montessori -Additional .12 FTE for 2019-2020 only -Now .72 FTE for 2019-2020 -Effective August 5, 2019
Laura Hatheway	-Temporary, Part Time (.50 FTE) Teacher On Special Assignment (TOSA) - EL -Effective August 5, 2019 – June 1, 2020
Hayley Padua-Dean	-School Psychologist -Effective August 5, 2019
Tyler MacKenzie Sullivan	-Temporary Teacher at Oak Meadow Elementary School -Effective August 5, 2019 – June 1, 2020

II. NEW CLASSIFIED/CLASSIFIED MGMT/CONFIDENTIAL STAFF

Cynthia McCray	-Teacher Associate (OH) at 3.75 hours per day (3 hours on Wednesday) at Oak Meadow Elementary School -Effective April 29, 2019

III. TEMPORARY TEACHERS RELEASED – NOW REHIRED

Kevin Bowlson	-Temporary, Part-Time (.30 FTE) Band Teacher at Valley View Charter Montessori -Now Temporary, Part-Time (.35 FTE) Band Teacher at Valley View Charter Montessori -Effective August 5, 2019 – June 1, 2020
Jordyn Pratt	-Temporary Teacher at Silva Valley Elementary School -Effective August 5, 2019 – June 1, 2020

III. CHANGE OF STATUS

A. Certificated/Administrative

McKenzie Courtney	-Full-Time School Psychologist -Now Part Time (.80 FTE) School Psychologist for the 2019-2020 school year only -Effective August 5, 2019-June 1, 2020
Jenny Ghio	-Special Education Teacher at Rolling Hills Middle School -Now Special Education Teacher at William Brooks Elementary School -Effective August 5, 2019

Shanell Niemeyer	-Part Time (.50 FTE) Counselor at Rolling Hills Middle School -Adding .10 FTE -Now Part Time (.60 FTE) Counselor at Rolling Hills Middle School -Effective August 5, 2019
Mindy Sideris	-Full-Time Teacher at Valley View Charter Montessori -Additional .12 FTE for 2019-2020 only -Now 1.12 FTE for 2019-2020 -Effective August 5, 2019
Adrianna Vonhonsebrouck	-Teacher at Rolling Hills Middle School -Adding one extra period (.20 FTE) at Rolling Hills Middle School for 19-20 -Now 1.20 FTE -Effective August 5, 2019-June 1, 2020

B. Classified

Susan Adams	-Library Associate at 6 hours per day at the District Office -Now Library Associate at 3 hours per day and Secretary at 3 hours per day at the District Office -Effective July 1, 2018
Rachel Kelly	Health Clerk II at 4 hours per day at Buckeye Elementary School Now Health Clerk II at 4 hours per day and Crossing Guard at .25 hours per day at Buckeye Elementary School -Effective August 7, 2019
Melisa Miller	-Playground Monitor at 2.5 hours and .75 hours and Crossing Guard at .25 hours per day at Buckeye Elementary School -Now Playground Monitor at 2.5 hours and .75 hours per day at Buckeye Elementary School -Effective June 5, 2019

IV. LEAVE OF ABSENCE REQUEST

A. Certificated
None

B. Classified
None

V. RESIGNATION

A. Certificated/Administrative

Michael Jones	-School Psychologist -Effective June 6, 2019

B. Classified

Ashley Geddes	Cafeteria Assistant at Oak Meadow Elementary School -Effective June 5, 2019
Emily Ignacio	-Teacher Associate (OH) at Silva Valley Elementary School -Effective June 5, 2019
Veronica McReynolds	Playground Monitor at Rolling Hills Middle School -Effective June 5, 2019
Susette Mosbacher	Courier/Utility Worker at Transportation Department -Effective June 12, 2019
Ronald Narayan	Teacher Associate (OH) at Valley View Charter Montessori School -June 5, 2019
Heinz Shaeffer	-Playground Monitor at William Brooks Elementary School -Effective June 5, 2019
Jennifer Waldrop	-Teacher Associate (OH) at Silva Valley Elementary School -Effective June 5, 2019

VI. RETIREMENT

A. Administrative/Certificated
None

B. Classified Management/Classified/Confidential

Pamela Currie	-Health Clerk at Rolling Hills Middles School -Effective June 5, 2019
Susan Zabiegalski	Custodian at Buckeye Elementary School -Effective July 8th or July 26, 2019

VII. NON-REELECTION

Classified Employee	-Teacher Associate (OH) at Middle School -Effective June 5, 2019
Classified Employee	-Playground Monitor at Middle School -Effective May 21, 2019
Classified Employee	-Teacher Associate at Elementary School -Effective June 5, 2019

BUCKEYE UNION SCHOOL DISTRICT

MINUTES

PUBLIC HEARING/REGULAR MEETING
OF THE
BOARD OF TRUSTEES

DISTRICT VISION STATEMENT

Working together with families, the community, and 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, May 15, 2019

Room: District Office Board Room
5049 Robert J. Mathews Parkway, El Dorado Hills, CA 95762

Closed Session-6:00 p.m.
Open Session - 7:00 p.m.

CALL TO ORDER

Gloria Silva called to order at 6:00 p.m.

I. PUBLIC COMMENTS

None

II. ADJOURN TO CLOSED SESSION

1. Superintendent Evaluation

III. CLOSED SESSION ANNOUNCEMENTS

None

IV. RECONVENE TO OPEN SESSION & FLAG SALUTE

Gloria Silva called the meeting to order at 7:00 p.m. and led the flag salute.

V. ROLL CALL

Present: Gloria Silva
Kirk Seal
Jon Yoffie
Winston Pingrey
Not Present: Brenda Hanson-Smith, Ph.D.

VI. APPROVAL OF AGENDA

Kirk Seal motioned to approve the agenda. Winston Pingrey seconded the motion. The motion carried 4-0.

VII. PUBLIC COMMENTS

Superintendent David Roth introduced Joseph Pierce and his brother James. Joseph is a student at William Brooks who recently participated in the First Tee Program at Serrano. During that event, Joseph read a speech he had written about the importance of golf in his life and how much he has enjoyed the First Tee Program at his school. Dr. Roth invited Joseph to the Board meeting to also share his speech with the Board and community members as it was very inspirational.

Claudia Vidovic, Parent at Oak Meadow expressed her concerns against Costco being built in El Dorado Hills and in particular near Oak Meadow given the fact that it will bring a lot of traffic to the area and also have a gas location on site. Ms. Vidovic shared with the Board her research regarding her concerns and requested that the Board act to take formal action to oppose Costco being built on the vacant land located next to Oak Meadow Elementary.

VIII. PRESENTATIONS/DISCUSSION ITEMS

1. Camerado Springs Middle School Student Representatives- Tyler Guthmiller and Sophia Fite

   The representatives from Camerado were not present but provided a video presentation for their report. They reported on the end of the year activities and gave special kudos to the retiring teachers, Mrs. Carney, and Mr. Cochran.

2. Classified Employee of the Year: Amy Case

   Principal Doug Shupe introduced Amy Case as Camerado Springs Classified Employee of the Year. Mr. Shupe stated that Ms. Case is a paraprofessional aide at Camerado who works with some of our most challenging students primarily in 8th grade., Mr. Shupe reported that Ms. Case believes in her students and comes to work to make a huge difference in their lives so that they can reach their full potential - and she succeeds everyday! Mr. Shupe noted that Camerado, its teachers and students are extremely fortunate to have Amy on staff as an employee because she truly provides an exceptional experience for students and at times makes a teacher's job actually possible when at first glance it can be viewed as impossible. Dr. Roth presented Ms. Case with a Certificate of Appreciation echoing Mr. Shupe's comments about how well she works with students and thanked Amy for all she does.

Camerado Springs Middle School: Certificated Employee of the Year

Principal Doug Shupe reported that when all votes were counted -- for the first time in the history of Camerado, the Certificated Employe of the Year ended in a tie vote. Both Anne Carney and Don Cochran were voted in as Camerado Springs Middle School Certificated Employee of the Year.

Mr. Shupe first introduced Anne Carney, noting that she is one of Camerado Springs' 6th grade Language Arts teachers who will be retiring at the end of the 2018-2019 school year. Mr. Shupe shared that it is well-known that Ms. Carney teaches poetry in her classroom as part of the curriculum and it is enjoyed by all, including Ms. Carney. In keeping with her love of poetry, Mr. Shupe felt it would be appropriate to recognize and honor Ms. Carney this evening by creating her a poetry book called "Mrs. Carney's Poem Book" from the perspective of a 13-year old boy, for her retirement. Mr. Shupe read the Poetry Book to Ms. Carney and then presented Ms. Carney with the book and his gratitude for the many, many years of service she has provided to the students at Camerado. Mr. Shupe has only the greatest respect and appreciation for Ms. Carney and noted that she will be missed. Superintendent David Roth presented Ms. Carney with a Certificate of Appreciation and noted his greatest respect and appreciation for Ms. Carney and the program she runs, which he noted always appears to be dialed into meeting the unique needs of each of her students. Dr. Roth thanked Ms. Carney for her many years of service and wished her the best in retirement.

Mr. Shupe next introduced Don Cochran, noting that he is best known for his work in the workshop with students, but also performs assignments such as computer teacher and yearbook advisor. Mr. Shupe noted that Camerado, its teachers and students are extremely fortunate to have Don on staff as an employee because he truly provides an exceptional hands-on learning experience for students and is always willing to be of assistance to his colleagues. Students truly enjoy being in Mr. Cochran's classes. Mr. Shupe has only the greatest respect and appreciation for Mr. Cochran and noted that he will be missed. Superintendent David Roth presented Mr. Cochran with a Certificate of Appreciation and noted his greatest respect and appreciation for Don and the program he runs, in particular with respect to the guitar making classes. He has truly made his mark and has brought life to the woodshop class that holds meaning for students. Dr. Roth thanked Mr. Cochran for his many years of service and wished him the best in retirement.

3. Introduction of Director of Fiscal Services: Mike Henkel

Assistant Superintendent Jackie McHaney introduced Mike Henkel as the District's new Director of Fiscal Services. Prior to working for Buckeye, Mr. Henkel was the Chief Business Official for the Robla School District.

Mike Henkel expressed his appreciation for being given the opportunity to work for Buckeye USD, noting that Buckeye USD has a reputation for its fine schools and a great place to work. Mr. Henkel noted that not only is he an employee, but also a parent in the District. Prior to working with Robla, Mr. Henkel was an auditor with Goodall, Sanchez, and Bright and in that capacity had the opportunity to be a part of the audit team that performed the annual audit for Buckeye. Mr. Henkel again thanked the Board for giving him the opportunity to be of service to the District.

4. Review Draft Memorandum of Understanding between the El Dorado Schools Financing Authority and its member school districts, Buckeye Union School District, Rescue Union School District and the El Dorado Union High School District and the Serrano El Dorado Owners' Association regarding establishment of an end date regarding Community Facilities District No. 1 authorized and administered by the El Dorado Schools Financing Authority.

Discussion item only. Assistant Superintendent Jackie McHaney provided the Board with a brief refresher on the history of CFD No. 1 and the negotiations occurring between the El Dorado Schools Financing Authority JPA and the Serrano Owners' Association regarding the establishment of an end date for the collection of the special tax through CFD No. 1. Ms. McHaney also updated the Board regarding a tentative agreement having been reached with all material terms contained within the draft MOU that will be presented to the JPA for approval. Ms. McHaney reviewed the terms of the MOU and asked the Board for direction to be provided to its Board member who will be voting on the MOU as one of the members of the JPA Board. The Board gave direction to its member noting that the MOU meets its interests and as a result would recommend the JPA Board approve the MOU.

VI. PUBLIC HEARING

1. Material Revision to The Cottonwood School approved on November 15, 2017, to serve students in TK through 12th grade, for a term of five (5) years commencing on July 1, 2018, and ending on June 30, 2023.

The Board received a request for a Material Revision to The Cottonwood School in April 2019 requesting a Material Revision to the Charter approved on November 15, 2018, to allow the school to serve

students in transitional kindergarten through twelfth grade. The Board will receive public comments to consider the level of support for the Material Revision by Teachers employed by the Buckeye Union School District, other Employees of the District, Parents, and Community Members.

Conduct of Hearing: Open the hearing at 7:46 p.m.

a) Staff report and discussion

Assistant Superintendent Jackie McHaney reported that in April 2019, the Cottonwood School submitted a request for a Material Revision to the Charter approved on November 15, 2018 to essentially authorize the Cottonwood School to: (a) increase its projected enrollment for the First Year Planned Operation from 120 students - with a total 5 year capacity projected to be 475 to 1200 students with a projected 5 year capacity of 2027; and (b) to clarify that a Personalized Education Program may include delivery of online, textbook and custom designed pathways in addition to offering Montessori and non-Montessori course offerings, with PE being optional

b) Public Testimony
None. However, the Cottonwood School Principal spoke briefly to advise the Board that she was in attendance should they have any questions. In addition, Ms. McHaney noted for the Board that consistent with past practice, the District had advised Cottonwood that it would not be necessary to have a showing of parents in support of the revision as the Board will take notice that in the absence of opposition, the support exists.

c) Board Discussion
None

d) Close the public hearing at 7:47 p.m.

VII. REPORTS

1. Budget Report

Jackie McHaney said that the May Revise has come out but at first glance it appears that there has been very little change. She and Mr. Henkel will be attending the May Revise Conference put on by School Services of California. She will be reporting back to the Board in June with the proposed 2019-2020 budget report with full details.

2. Association Reports
   - BTA

Amy Gargani said that she met with Dr. Roth on the transportation costs and special education costs. She thanked Dr. Roth for keeping the BTA and CSEA informed of what is going on in the District that could affect teachers and staff.

- CSEA
  None

3. California Montessori Project School Report: Kim Zawilski
   Principal Kim Zawilski reported that CMP attended the County Spelling Bee. CMP has also been participating in the track and field competition at the County level. Both events have provided wonderful opportunities for our students. Ms. Zawilski introduced Stephanie Garrett and thanked her for all of her work in preparing for CMP's Charter Renewal. Ms. Garret is the individual at CMP that gathers all the information for the charter renewals and compiles it for presentation which is very laborious. Ms. Zawilski also acknowledged Gary Bowman and announced that Mr. Bowman is retiring at the end of the year. Mr. Bowman spoke briefly about the transition plan and thanked the Board and District for a great partnership, he said that Buckeye is an amazing District. Mr. Bowman has been the Superintendent of CMP for 15 years and this is his 3rd charter renewal with Buckeye USD. He looks forward to CMP continuing its partnership with Buckeye. Mr. Bowman also introduced Brett Barley, the new Superintendent of CMP.

4. Rising Sun Montessori Charter School Report: Karl Zierhut
   Not Present

5. Clarksville Charter School Report: Julie Haycock
   Julie Haycock reported that Clarksville's enrollment is current at 898 students. Ms. Haycock said they have been extremely busy with the final week of CAASP testing, wrapping up the school year and planning for the next year. Ms. Haycock noted that on May 31st they are having a showcase for their homeschool program in folsom.

6. Reports and Requests by Board Members
   Winston Pingrey reported that he went to the Camerado Springs Concert. He thanked Mr. Sabado for a wonderful job he has done with the children in the band.

7. Superintendent Report
   Dr. Roth noted that this is an extremely busy time of year, but also a time to celebrate as we end another successful school year in Buckeye. Dr. Roth reminded everyone of the May 22nd Budget Advisory Committee Meeting, the topics of discussion and the importance of attending the

meeting. Dr. Roth noted that Dr. Ed Manansala will be coming from EDCOE to discuss the very serious matter with Special Education transportation and other programs that will shift costs to Buckeye's Budget in the future and as a result have an adverse impact.

VIII. 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 removed from the Consent Agenda. If items are pulled for discussion, a separate vote will occur on the item(s). *The Superintendent and staff recommend approval of all Consent Agenda items.*

1. Summary of Warrants
2. Minutes of the Regular Meeting April 3, 2019, and May 1, 2019
3. Personnel Update
4. Investment Portfolio Report-Quarter Ending March 31, 2019
5. Behavior Technician Position
6. Approval of Overnight Field Trip to Alliance Redwoods Conference Grounds. October 15-18, 2019 for William Brooks Elementary School. Nordquist, Allison, Keilar, and Miller.
7. Approval of Overnight Field Trip to Coloma Outdoor Discovery Center. March 31-April 2, 2020 for Oak Meadow Elementary School. Lopez, Lewandowski, Currie, and Savage.

Kirk Seal motioned to approve the consent agenda presented. Winston Pingrey seconded the motion. The motion carried 4-0.

IX. ACTION ITEMS

1. Approve Declaration of Need for Fully Qualified Educators for 2019/2020
Assistant Superintendent Jackie McHaney said this is an annual item we bring to the Board for approval to provide the District with flexibility in staffing, should the need arise.

Kirk Seal motioned to approve the Declaration of Need for Fully Qualified Educators for 2019/2020. Winston Pingrey seconded the motion. The motion carried 4-0.

2. Certification by the Board of Trustees of the Verified Signatures of the Board Members and of the Persons Authorized to Sign Orders in Its Name

Superintendent David Roth reported that we had had a change of the authorizers to sign notices of employment, contracts, and orders drawn on the funds of the school district. He is recommending that Board Members sign an updated Certification of Signatures Form.

Winston Pingrey motioned to approve the Certification by the Board of Trustees of the Verified Signatures of the Board Members and of the Persons Authorized to Sign Orders in Its Name. Jon Yoffie seconded the motion.
The motion carried 4-0.

3. Resolution 19-11 to Approve the Petition to Renew the Charter of The California Montessori Project-Shingle Springs Campus Charter School

Assistant Superintendent Jackie McHaney, requested the Board approve Resolution 19-11, to approve the Petition to Renew the Charter of the California Montessori Project Shingle Springs Campus. CMP has met all of the requirements for renewal. It should also be noted that CMP is in its 18th year of successful operation, including twelve years under the supervisorial oversight for Buckeye and consistently has a waitlist of students trying to enter its program.

Winston Pingrey motioned to approved Resolution 19-11 Approving the Petition to Renew the Charter of the California Montessori Project-Shingle Springs Campus Charter School. Kirk Seal seconded the motion.
The motion carried 4-0.

Superintendent David Roth, Ph.D., congratulated CMP on their renewal and commended them on running such a successful program these last several years.

X. NEXT MEETING

Park and enter Board Room from the back of the building.

Wednesday, June 12, 2019, 7:00 P.M. District Office Board Room
5049 Robert J. Mathews Parkway, El Dorado Hills, CA 95762

XI. ADJOURNMENT

Kirk Seal motioned to adjourn the meeting. Jon Yoffie seconded the motion. The motion carried 4-0.

Date: _____

By: _____
Gloria Silva, Clerk

By: _____
David Roth, Ph.D., Secretary

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

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

Date form submitted: 5-16-19 School site: Buckeye Elementary

Class(es) Participating:

(2) 4th Grade Classes Mrs. Burns & Mrs. Carter

Trip destination:

Coloma Outdoor Discovery School

Dates of Trip: 9/30 - 10/1

Educational standards supported by this trip:

4.3 -3 Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment.

Number of students attending: 60 Number of chaperones: 12

Request submitted by: Heidi Burns

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

Date form submitted:	**May 9, 2019**
School site:	**Oak Meadow Elementary**
Class(es) participating:	**Fifth Grade- Cindi Prahl, Josh Hopps and Mary Ann Brennan**
Trip destination:	**Alliance Redwoods**
Dates of trip:	**Tuesday, October 15 to Friday, October 18, 2019**
Education standards supported by this trip:	**This trip supports several science standards, such as: ecosystems, water cycle, weather, astronomy, marine animal life, and geology. In addition, the trip supports social studies standards: team building, community building, and appreciating diversity.**
Fiscal plan/impact:	**This trip is funded primarily by parent donations and school fund-raising.**
Number of students attending:	**100**
Number of chaperones:	**17**
Request submitted by:	**Cindi Prahl** **5th Grade Teacher** **Oak Meadow School**

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

Date form submitted: May 9, 2019 School site: Buckeye Elementary

Class(es) Participating: Two (2) 5th grade classes
Mrs. Gomez & Ms. Martin

Trip destination: Alliance Redwoods
6250 Bohemian Hwy
Occidental, CA 95465

Dates of Trip: 10/14/2019 - 10/16/2019

Educational standards supported by this trip:
- 5-PS1-3 Make observations & measurements to identify materials based on their properties.
- 5-LS1-1 Support and argument that plants get the materials they need to grow chiefly from air and water
- 5ESS3-1 Combine and obtain information about ways individual communities use science ideas to protect the Earth's resources and environment.

Number of students attending: Approx 58 Number of chaperones: 10

Request submitted by:
Audrey Gomez - 5th grade teacher

TITLE III Federal Addendum for 2019-2020 LCAP

TITLE III, PART A

Title III Professional Development

Essa Section 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals, and other school leaders, administrators, and other school or community-based organizational personnel.

This ESSA PROVISION IS ADDRESSED below:

- ELD support teachers will be provided with on-going, high-quality professional development on how to effectively implement strategies specific to English learners
- Provide classroom teachers and site administrators with focused supplemental professional development using instructional strategies to be used with LTEL, newcomer, and recently reclassified EL students
- Provide classroom teachers and site administrators with professional development focused on the use of designated supports to be used by EL students on the Smarter Balanced Assessment
- Provide classroom teachers, ELD support teachers, and site administrators with professional development that identifies specific target areas gleaned from EL students' results from the Smarter Balanced Assessment, and provide strategies and supports that address these specific target areas.

Enhanced Instructional Opportunities

Essa Sections 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

This ESSA PROVISION IS ADDRESSED below:

- Provide outreach meetings for immigrant families for the purpose of informing them about school and district-related events
    - Inform immigrant families about how the District is working to address common issues of immigrant students entering our schools
    - Assist immigrant families and children with the transition into the educational system and our District, also encourage their involvement in our school system
- Provide classroom teachers and site administrators with professional development focused on increasing cultural awareness of immigrant cultures and the issues immigrant families/students face when entering the school district (e.g. guest speakers)

Title III Programs and Activities

Essa Section 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

This ESSA PROVISION IS ADDRESSED below:

- Provide intensified English language instruction through an extended school year (summer school) program for EL students focused on improving English language proficiency
- Provide on-line English language program for students who need intensive language instruction, using licensed computer software (e.g. Rosetta Stone)

English Proficiency and Academic Achievement

Essa Section 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

This ESSA PROVISION IS ADDRESSED below:

- ELD support teachers at each site will work with site and District administration to plan designated ELD lessons, which will be taught during designated ELD pull out periods
- In addition to classroom observations to observe the implementation of EL strategies from the District EL coordinator, teachers with English learners will receive additional coaching and receive instructional strategies to support their English learners
- Provide supplementary ELD instructional materials to be used in designated ELD groups that focus on newcomers

BUCKEYE UNION SCHOOL DISTRICT

NOTICE OF PUBLIC HEARING

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

1. Local Control and Accountability Plan (LCAP) for Buckeye Union School District

   Per Education Code Section 52062(b) (1), the governing board of a school district shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the local control and accountability plan.

   Conduct of Hearing: a) Staff report and discussion; b) public testimony; c) Close the public hearing; d) Board discussion - no action

2. Local Control and Accountability Plan (LCAP) for Charter Montessori, Valley View Campus

   Per Education Code Section 52062(b) (1), the governing board of a school district shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the local control and accountability plan.

   Conduct of Hearing: a) Staff report and discussion; b) Public Testimony; c) Close the public hearing; d) Board discussion - no action

BUCKEYE UNION SCHOOL DISTRICT

NOTICE OF PUBLIC HEARING

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

3. Local Control and Accountability Plan (LCAP) for Buckeye Union Mandarin Immersion Charter School

   Per Education Code Section 52062(b) (1), the governing board of a school district shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the local control and accountability plan.

   Conduct of Hearing: a) Staff report and discussion; b) Public Testimony; c) Close the public hearing; d) Board discussion - no action

4. 2019/2020 Proposed Budget

   Per California Education Code section 42127, on or before July 1 of each year the governing board of each school district shall hold a public hearing on the budget to be adopted for the subsequent fiscal year. This is a designated time for the public to ask questions or make comments concerning the 2019/2020 district budget.

   Conduct of Hearing: a) Staff report and discussion; b) Public Testimony; c) Close the public hearing; d) Board discussion - no action

Hearing Date: June 12, 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 #: VIII.1.

ACTION: PUBLIC HEARING: Local Control and Accountability Plan (LCAP) for Buckeye Union School District

SITUATION:
In coordination with the State of California's changes to public education funding through the Local Control Funding Formula (LCFF), districts are responsible to update, annually, a three-year plan entitled the Local Control Accountability Plan (LCAP) that is aligned with the State's eight priorities for public schools.

This year, the District continued to engage a broad range of stakeholders to review current and subsequent year needs, goals, activities, and measures of progress. There is widespread support for maintaining the current overarching goals: 1) Student achievement: Maximize the performance of each student in all academic areas; 2) Promote the development of the "whole" person; and 3) Strengthen community relations and communications.

In the coming year, the overwhelming proportion of new and ongoing revenue will provide for the current educational program (e.g. teachers, administration, support staff, programs) to move forward.

PLAN:
The regulations require that districts engage their communities in identifying goals and activities that address each of the State's eight priorities. In turn, these goals and priorities are to be supported by the funding for public education provided by the State of California through the LCFF. Over the past year, the District has been meeting with representative parents and teachers regarding its plans for the LCAP and we are now providing all members of our communities a draft document that outlines the goals, activities, and funding sources for addressing each of the State's eight priorities.

The proposed LCAP update for the Buckeye Union School District is available on the District website and the community is encouraged to provide written comment. We welcome the community to review the documents and submit comments at buckeyeusd.org. Comments must be submitted by June 12, 2019.

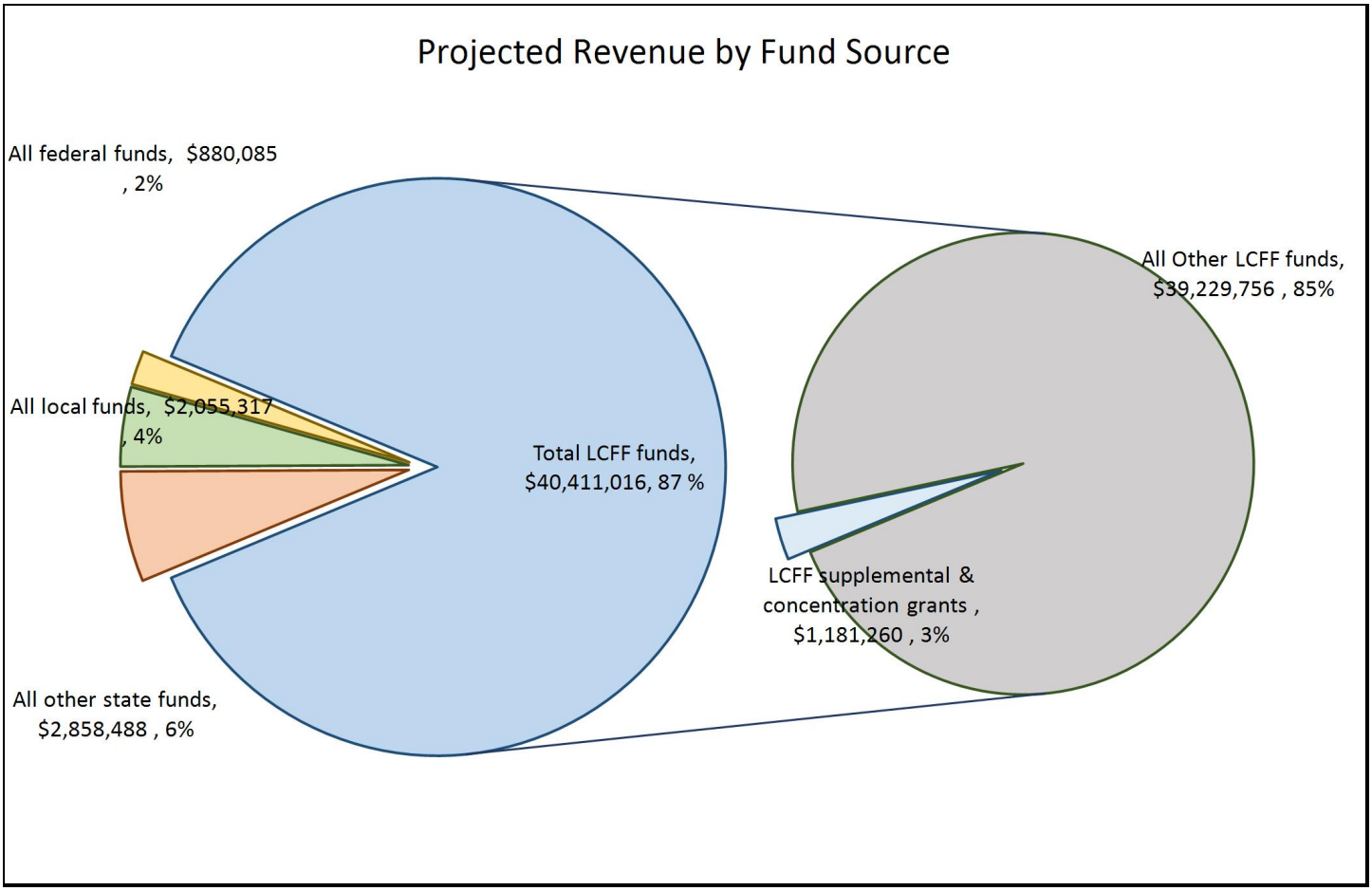
SUPERINTENDENT'S RECOMMENDATION:
The Superintendent is providing the proposed District LCAP update to the community in a public hearing on June 19, 2019. The updated LCAP will be brought before the Board for adoption on June 25, 2019.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Buckeye Union Elementary School District
CDS Code: 09 61838 0000000
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA contact information: David Roth, Ph.D., Superintendent

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

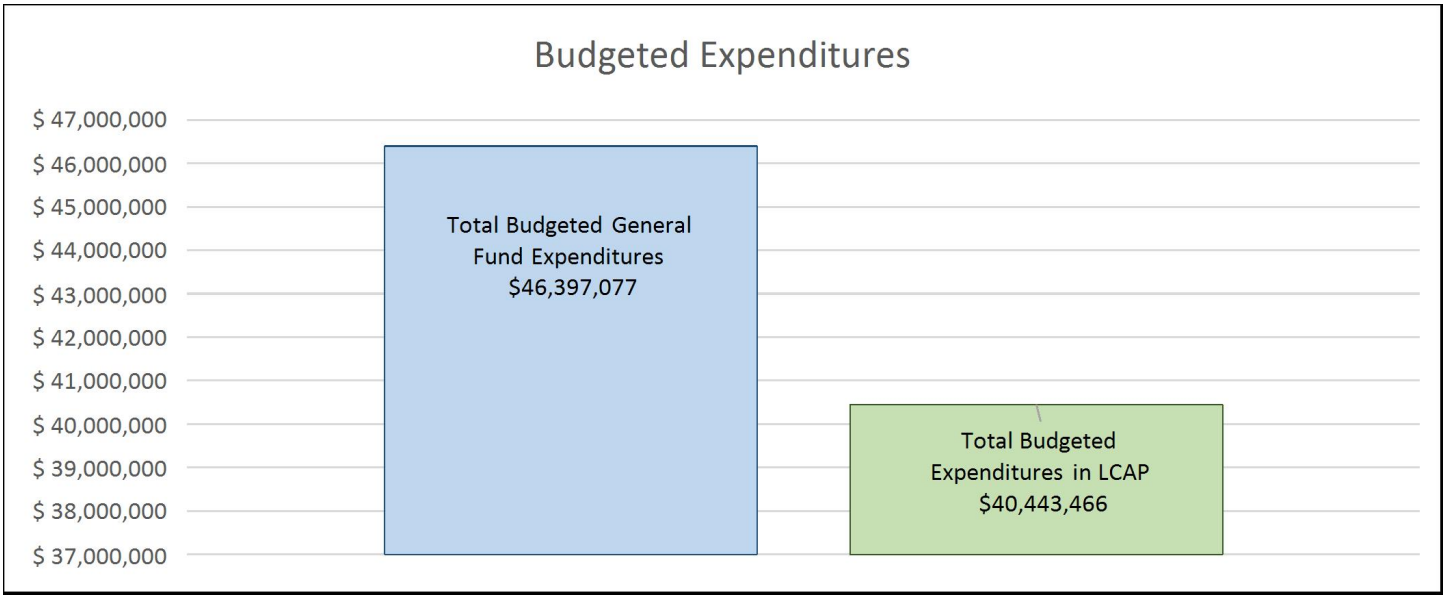


This chart shows the total general purpose revenue Buckeye Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Buckeye Union Elementary School District is $46,204,906, of which $40,411,016 is Local Control Funding Formula (LCFF), $2,858,488 is other state funds, $2,055,317 is local funds, and $880,085 is federal funds. Of the $40,411,016 in LCFF Funds, $1,181,260 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Buckeye Union Elementary School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Buckeye Union Elementary School District plans to spend $46,397,077 for the 2019-20 school year. Of that amount, $40,443466 is tied to actions/services in the LCAP and $5,953,611 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

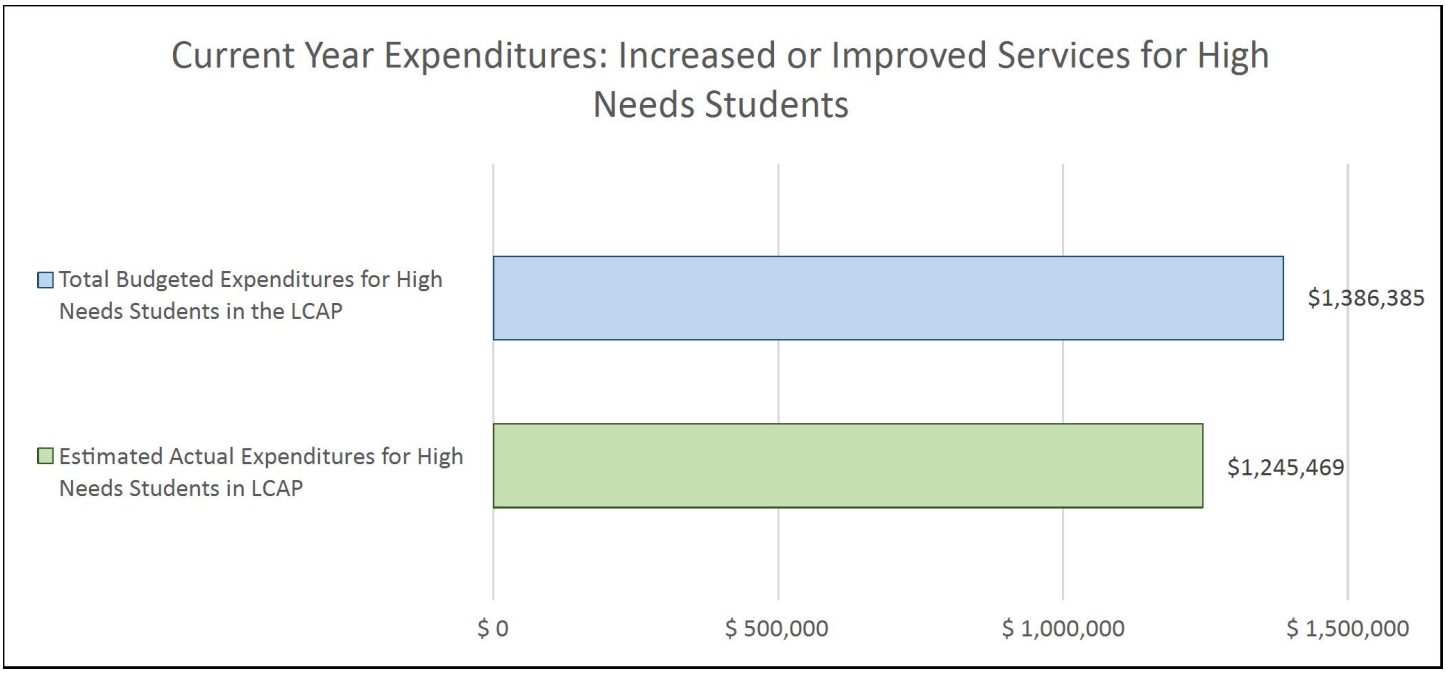
The Buckeye Union School District operates two dependent charter schools namely, the Valley View Charter Montessori School and the Buckeye Union Mandarin Immersion Charter School. The District does not maintain a separate Fund 09 for these charter schools but rather, charter school revenue is included in Fund 01 of the Buckeye Union School District. The VVCM School and the Buckeye Mandarin Immersion School are required to have separate LCAPs. In the VVCM LCAP the 19-20 revenue is projected to be approximately 6 million, with approximately $4.7 million dollars in projected expenditures. In the Mandarin Immersion Charter School the 19-20 revenue is projected to be approximately $536,493, with approximately $523,000 in projected expenditures. Although the revenue for the VVCM and Mandarin Immersion Charter School is included in this LCAP, the corresponding expenditures are not. Had the projected expenditures been included in this LCAP - the Total Expenditures Not in the LCAP would be approximately $730,611. These expenditures are in part to cover increased operational costs such as utilities, etc and also the pro-rata share of District-wide services that are provided to the Charter Schools.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Buckeye Union Elementary School District is projecting it will receive $1,181,260 based on the enrollment of foster youth, English learner, and low-income students. Buckeye Union Elementary School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Buckeye Union Elementary School District plans to spend $1,250,365 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Buckeye Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Buckeye Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Buckeye Union Elementary School District's LCAP budgeted $1,386,385 for planned actions to increase or improve services for high needs students. Buckeye Union Elementary School District estimates that it will actually spend $1,245,469 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-140,916 had the following impact on Buckeye Union Elementary School District's ability to increase or improve services for high needs students:
The difference was negligible and had no adverse impact on delivery the increased and/or improved services.

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Buckeye Union Elementary School District	David Roth, Ph.D. Superintendent	droth@buckeyeusd.org 530-677-2261 ext. 1012

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Buckeye Union Elementary School District is renowned for its high quality schools, which have been recognized with numerous state and national awards. We offer a comprehensive educational experience that includes technology rich, standards based educational opportunities provided by a highly qualified and dedicated team of teachers and support staff. Additionally, we receive significant support from our generous parents and community. Our programs are enhanced by elementary physical education specialists, staffed libraries, elementary and middle school band, school counselors, 1-to-1 computer device access, and instructional coaches. We are one of the only Districts in the region to have adopted a fully articulated K-8th grade science curriculum. Many extra-curricular activities exist including elementary and middle school sports as well as STEM clubs and school garden programs. The Buckeye Union Elementary School District is comprised of 5 elementary programs and 3 middle school programs. The District also offers specialized program models including a K-8 Charter Montessori school, a Charter Mandarin Immersion program, and two International Baccalaureate Candidate Middle Schools. The District receives supplemental grant funding for approximately 18% of its student population. There are approximately 4100 students enrolled in the District's non-charter schools. The Buckeye Union Schools are found in the communities of Cameron Park, El Dorado Hills, and Shingle Springs.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

For the 2019-2020 school year, the District LCAP is primarily designed to maintain and refine the student programs and services that have been in place during the 2018-2019 school year. This includes maintaining current staffing ratios and preserving support services that have been funded by supplemental grant funds, including reading and math intervention as well as direct services for English Learners. Program components such as elementary physical education specialist staffing,

elementary and middle school band, library services, and 1-to-1 technology access will all be maintained.

The District will be resourcing the implementation of International Baccalaureate Middle Years Candidate Programmes on the Camerado Springs and Charter Montessori Middle School campuses in 2019-2020. These programs are anticipated to attract students to the District at a time when enrollment is declining on many sites. Increasing and/or maintaining District enrollment is essential for maintaining the current program footprint for all sites.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Based upon the 2018 State assessment results, students as a whole performed in the high range on the Smarter Balanced assessments in English language arts and mathematics. Hispanic students improved 10.3 scaled score points in Mathematics and 17.3 scaled score points in English language arts. Socioeconomically disadvantaged students improved 10 scaled score points in mathematics.

The District's preliminary calculation of chronic absenteeism indicates that it decreased 1.75% in 2018-2019. This will need to be confirmed once the State releases the official State Dashboard.

Local indicators at the District level reveal that we are making much progress implementing the State Standards, including the introduction of a new K-8th grade science curriculum. All teachers are appropriately assigned to the positions they hold, students feel safe and connected at school, the District actively promotes participation of parents in programs and decision making, there is sufficiency of instructional materials, and District facilities are well maintained.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

In 2018, the academic indicators representing all students were in the high range and "Green" performance category on the State Dashboard. These results will be updated once the 2019 assessment data is released. Overall, chronic absenteeism was in the "Orange" performance category. The District and sites have increased communication to families whose students have currently missed 10% of the school year and who are at risk of ending the school year having been absent 10% or more of the days the student was enrolled. Additionally, the District is increasing its tracking and communication with families of inter-district permit students who are at risk of chronic absenteeism. Sites are implementing incentives for attendance and building awareness around the impacts of excessive absences regardless of whether they are excused or unexcused.

All local indicators are in the met range.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The following is based upon the 2018 State assessment results.

A performance gap was observed on the suspension indicator for Foster Youth. The suspension rate for Foster Youth was 12.5%. There were 24 Foster students, thus 12.5% signifies that 3 students, who were Foster Youth, were suspended in 2018. Across the District, sites are increasingly implementing strategies associated with PBIS or have formally implemented PBIS. Camerado Springs and Rolling Hills Middle schools have both developed leadership teams that are receiving training in Multi Tiered Systems of Support through a $25,000 grant administered by the Orange County Office of Education. The District has also funded a full time behaviorist to support the development of strategies for addressing problem behavior throughout the District.

Homeless (N = 22), Socio-Economically Disadvantaged (N = 479), and Students with Disabilities (N = 430) exhibit performance gaps on the SBA English Language Arts Assessment. The District has increased teacher collaboration activities and provided further professional development around the State Standards and the level of rigor necessary for students to meet standard.

Students with Disabilities (N = 433) exhibit performance gaps on the SBA Mathematics Assessment. The District has increased teacher collaboration activities and provided further professional development around the State Standards and the level of rigor necessary for students to meet standard.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREAS

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator The metrics/indicators to be used are State assessments for English language arts, mathematics, science and English language development. Additionally, continued progress towards implementation of State Standards will be measured by teacher and administrator survey as well as acquisition of standards aligned materials where relevant (e.g. Science).	The District's average student scaled score on the 2018 Smarter Balanced Assessment for English Language Arts was maintained (.1 points) for all students. The scaled score performance of under-performing that are Homeless, Socioeconomically Disadvantaged, and/or Students with Disabilities declined 6.7, improved 2.9, and declined .9 points respectively. The District's average student scaled score on the 2018 Smarter Balanced Assessment for Mathematics was maintained for all students (2.1 points). Among under-performing subgroups, Homeless students and Socioeconomically Disadvantaged students increased by more than five points. The scaled score performance of under-performing that are Students with Disabilities and/or African-American declined 1.6 and 3.1 points respectively. The District will report 2019 State assessment results in English Language Arts and Mathematics once received in August.

Expected	Actual
18-19 The District's average student scaled score on the State's Smarter Balanced Assessment for mathematics and English language arts, will increase by 3 points for all students and 5 points for all under-performing subgroups. English Learner progress will improve by 1.5% on State criteria identified in the baseline. (The District is awaiting new State criteria for progress and will update this expected outcome once notified.) The District will demonstrate progress on the State's science assessment. (Awaiting State metrics for progress). Teachers and administrators will receive training for continued transitioning to the Next Generation Science Standards (NGSS). Training and initial implementation of the District's new Amplify science curriculum will occur in grades K-8. The District will conduct review and adoption of standards aligned social studies curriculum for elementary grades. **Baseline** English language arts: Status level is high and the District wide performance average is 31.9 points above level 3. Performance increased by 9.4 points. Mathematics: Status level is high and the District wide performance average is 19.9 points above level 3. Performance increased by 7.2 points. English Learner Progress: Status level is high and 80.3% of English Learners met State criteria for progress, advancing at least one CELDT performance level from prior year to current year or performed Early Advanced/Advanced English Proficient in the prior year and scored Early Advanced/Advanced English Proficient in the current year. A narrative of the District's progress towards implementation of State Standards is attached.	The District is awaiting the release of the new English Learner Progress metric. The District will report 2019 State assessment results in Science once received in August. All teachers of science received training on the use of the District's new Science materials (Amplify) that align with the Next Generation Science Standards. Given the focus upon elementary science this year, the District has postponed its review and adoption of elementary social studies curriculum in order to provide teachers with more time to implement the new science program.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide highly qualified administrators, teachers, and other certificated staff who deliver a broad course of study to all students in the Buckeye Union School District.	Met. This line item does not include any certificated salaries and benefits identified in the LCAP as a separate Action item.	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base $15,327,028.07	Certificated Salaries 0001-0999: Unrestricted: Locally Defined Base 14,786,446
		Certificated Benefits 3000-3999: Employee Benefits Base $6,020,404	Certificated Benefits 3000-3999: Employee Benefits Base 5,299,791.79

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide highly qualified classified administrators and support staff to all school sites in the Buckeye Union School District.	Met. This line item does not include any classified salaries and benefits identified in the LCAP as a separate Action item.	Classified Salaries 2000-2999: Classified Personnel Salaries Base $4,433,418.14	Classified Salaries 2000-2999: Classified Personnel Salaries Base 5,289,304.95
		Classified Benefits 3000-3999: Employee Benefits Base $2,018,324.19	Classified Benefits 3000-3999: Employee Benefits Base 2,021,173.25

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Year 5 - 1.0 FTE Literacy Coach	Met	Year 5 - 1.0 FTE Literacy Coach 1000-1999: Certificated Personnel Salaries Supplemental $84,323.05	Year 5- 1.0 FTE Literacy Coach 1000-1999: Certificated Personnel Salaries Supplemental 84,323.05
		Year 5 - 1.0 FTE Literacy Coach 3000-3999: Employee Benefits Supplemental $27,507.35	Year 5- 1.0 FTE Literacy Coach 3000-3999: Employee Benefits Supplemental 27,338.51

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Year 1 - 0.8 FTE Language Arts Support/Intervention - RH 2018-19: This Action/Service is continuing, but reduced to 0.8 FTE to align with projected student need	Met	Year 4 - 0.8 FTE Language Arts Support/Intervention - RH 1000-1999: Certificated Personnel Salaries Supplemental $42,965 Year 1 - 0.8 FTE Language Arts Support/Intervention - RH 3000-3999: Employee Benefits Supplemental $18,479	Year 4 - 0.8 FTE Language Arts Support/Intervention - RH 1000-1999: Certificated Personnel Salaries Supplemental 42,861.07 Year 4 - 0.8 FTE Language Arts Support/Intervention - RH 3000-3999: Employee Benefits Supplemental 18,339.50

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Year 1 - Teacher on Special Assignment - Assistant to Principal 2018-2019: This Action/Service is continuing, but will be staffed with a 0.5 FTE TOSA (Teacher on Special Assignment)	Met	Year 1 - 0.5 FTE TOSA - Assistant to Principal 1000-1999: Certificated Personnel Salaries Supplemental $38,000 Year 1 - 0.5 FTE TOSA - Assistant to Principal 3000-3999: Employee Benefits Supplemental $13,670 Year 1 - 0.5 FTE TOSA - Assistant to Principal 1000-1999: Certificated Personnel Salaries Base $38,000 Year 1 - 0.5 FTE TOSA - Assistant to Principal 3000-3999: Employee Benefits Base $13,670	Year 1 - 0.5 FTE TOSA - Assistant to Principal 1000-1999: Certificated Personnel Salaries Supplemental 39,199.95 Year 1 - 0.5 FTE TOSA - Assistant to Principal 3000-3999: Employee Benefits Supplemental 13,813.89 Year 1 - 0.5 FTE TOSA - Assistant to Principal 1000-1999: Certificated Personnel Salaries Base 39,200.05 Year 1 - 0.5 FTE TOSA - Assistant to Principal 3000-3999: Employee Benefits Base 13,813.56

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Year 4 - Assistant Principal	Met	Year 4 - 0.5 FTE Assistant Principal 1000-1999: Certificated Personnel Salaries Supplemental $53,805	Year 4 - 0.5 FTE Assistant Principal 1000-1999: Certificated Personnel Salaries Supplemental 49,320.79

		Year 4 - 0.5 FTE Assistant Principal 3000-3999: Employee Benefits Supplemental $18,859	Year 4 - 0.5 FTE Assistant Principal 3000-3999: Employee Benefits Supplemental 17,234.14
		Year 4 - 0.5 FTE Assistant Principal 1000-1999: Certificated Personnel Salaries Base $53,805	Year 4 - 0.5 FTE Assistant Principal 1000-1999: Certificated Personnel Salaries Base 49,320.79
		Year 4 - 0.5 FTE Assistant Principal 3000-3999: Employee Benefits Base $18,859	Year 4 - 0.5 FTE Assistant Principal 3000-3999: Employee Benefits Base 17,234.14

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Year 3 - 6 Extra Periods - Core Subjects (Reduce Class Sizes) 2018-2019: This Action/Service has been discontinued due natural attrition and decline in enrollment.		See Action/Services	
		See Action/Services	

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Certificated Intervention Teachers 2018-2019: This Action/Service has been modified to reallocate the District-level Certificated Intervention Teachers/Specialists resources to the site-level. Site level funds for these services have been increased. Classified services remain unchanged.	Met.	Certificated Intervention Teachers/Specialists 1000-1999: Certificated Personnel Salaries Supplemental $153,000	Certificated Intervention Teachers/Specialists 1000-1999: Certificated Personnel Salaries Supplemental 147,020
		Certificated Intervention Teachers/Specialists 3000-3999: Employee Benefits Supplemental $16,830	Certificated Intervention Teachers/Specialists 3000-3999: Employee Benefits Supplemental 48,231.26
		Classified Intervention Support Staff (Buckeye Elementary Only)	Classified Intervention Support Staff (Buckeye Elementary Only)

		2000-2999: Classified Personnel Salaries Base $69,740	2000-2999: Classified Personnel Salaries Base 71,733.51
		Classified Intervention Support Staff (Buckeye Elementary Only) 3000-3999: Employee Benefits Base $32,281	Classified Intervention Support Staff (Buckeye Elementary Only) 3000-3999: Employee Benefits Base 22,390.25
		ELPAC Assessors 5800: Professional/Consulting Services And Operating Expenditures Supplemental $8,250	ELPAC Assessors 5800: Professional/Consulting Services And Operating Expenditures Supplemental 9,761.62
		Translation Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental $1,906	Translation Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2,142.79

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provision of Adopted High-Quality Standards Aligned Instructional Materials, Books, Resources and Supplies for all students and 100% Compliance with the Williams Act.	Substantially Met. Adoptions being considered by the District in 2018-2019 have not all been completed. As a result, those funds will roll over to the 2019-2020 budget for continued use to support curriculum.	Provision of Adopted High-Quality Standards Aligned Instructional Materials, Books, Resources and Supplies for all students and 100% Compliance with the Williams Act. 4000-4999: Books And Supplies Base $3,752,959.97	Provision of Adopted High-Quality Standards Aligned Instructional Materials, Books, Resources and Supplies for all students and 100% Compliance with the Williams Act. 4000-4999: Books And Supplies Base 2,878,463.43

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Year 3 - Implement a Common Student Assessment System for Student Achievement Data	Met	Year 3 - Implement a Common Student Assessment System for Student Achievement Data 5800: Professional/Consulting Services And Operating Expenditures Supplemental $5,608	Year 3 - Implement a Common Student Assessment System for Student Achievement Data 5800: Professional/Consulting Services And Operating Expenditures Supplemental 13,311.29

		Year 3 - Implement a Common Student Assessment System for Student Achievement Data 5800: Professional/Consulting Services And Operating Expenditures Base $8,805	Year 3 - Implement a Common Student Assessment System for Student Achievement Data 5800: Professional/Consulting Services And Operating Expenditures Base 20,899.17

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Year 4 of 4 year lease - 500 Middle School Chromebooks/13 Carts	Met	Year 4 of 4 year lease - 500 Middle School Chromebooks/13 Carts 4000-4999: Books And Supplies Base $40,769	Year 4 of 4 year lease - 500 Middle School Chromebooks/13 Carts 4000-4999: Books And Supplies Base 49,502.11

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Facilities-Construction, Maintenance and Repairs: Maintain high quality facilities for learning in a school environment that promotes respect, responsibility and safety.	Met	Facilities-Construction, Maintenance and Repairs [Includes All 5000-5999 and 6000-6999] 5000-5999: Services And Other Operating Expenditures Other $3,169,729	Facilities-Construction, Maintenance and Repairs [Includes All 5000-5999 and 6000-6999] 5000-5999: Services And Other Operating Expenditures Other 2,833,639.26
		Facilities/Transportation/Food Service 7000-7439: Other Outgo Other $587,545.51	

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
0.5 FTE District-Wide ELL Coordinator 2018-2019: This Action/Service with respect to the TOSA Assistant	Met	0.5 FTE District-Wide ELL Coordinator 1000-1999: Certificated Personnel Salaries Supplemental $50,754.03	0.5 FTE District-Wide ELL Coordinator 1000-1999: Certificated Personnel Salaries Supplemental 52,274.75

to the Principal has been discontinued at Oak Meadow.		0.5 FTE District-Wide ELL Coordinator 3000-3999: Employee Benefits Supplemental $17,330.50	0.5 FTE District-Wide ELL Coordinator 3000-3999: Employee Benefits Supplemental 15,961.14

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Year 2 - 1.0 FTE Behaviorist III	Met	Year 2 - 1.0 FTE Behaviorist III 1000-1999: Certificated Personnel Salaries Other $103,147.44	Year 2 - 1.0 FTE Behaviorist III 1000-1999: Certificated Personnel Salaries Other 83,741.83
		Year 2 - 1.0 FTE Behaviorist III 3000-3999: Employee Benefits Other $35,811.31	Year 2 - 1.0 FTE Behaviorist III 3000-3999: Employee Benefits Other 29,184.54

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ELL Summer School Program	Met	ELL Summer School Program 1000-1999: Certificated Personnel Salaries Supplemental $11,461	ELL Summer School Program 1000-1999: Certificated Personnel Salaries Supplemental 11,281.35
		ELL Summer School Program 3000-3999: Employee Benefits Supplemental $1,318	ELL Summer School Program 3000-3999: Employee Benefits Supplemental 1,323.67
		ELL Summer School Program 2000-2999: Classified Personnel Salaries Supplemental $1,995	ELL Summer School Program 2000-2999: Classified Personnel Salaries Supplemental 1,758.13
		ELL Summer School Program 3000-3999: Employee Benefits Supplemental $339	ELL Summer School Program 3000-3999: Employee Benefits Supplemental 294.15

Action 16

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Year 3 - Site allocations based on unduplicated student count to provide before/during/afterschool intervention, teacher collaboration time, promote positive behavior through restorative practices, behavior management supports and supplemental materials directed toward increasing student performance for unduplicated student sub-groups. 2018-2019: This Action/Service has been modified to reflect additional supplemental funding site allocations based on unduplicated student count to provide these services.	Substantially Met. Any differences in budgeted expenditures versus actual estimated expenditures reflects positions not being filled, staffing cost decreases and/or increases, adjustment in staffing to meet student needs, etc.	Blue Oak - Specialized Intervention Supports, Services and Materials 1000-1999: Certificated Personnel Salaries Supplemental $145,000	Blue Oak - Specialized Intervention Supports, Services and Materials 1000-1999: Certificated Personnel Salaries Supplemental 137,051.89
		Buckeye - Specialized Intervention Supports, Services and Materials 1000-1999: Certificated Personnel Salaries Supplemental $105,000	Buckeye - Specialized Intervention Supports, Services and Materials 1000-1999: Certificated Personnel Salaries Supplemental 61,266.44
		Camerado Springs - Specialized Intervention Supports, Services and Materials 1000-1999: Certificated Personnel Salaries Supplemental $195,000	Camerado Springs - Specialized Intervention Supports, Services and Materials 1000-1999: Certificated Personnel Salaries Supplemental 109,769.84
		Oak Meadow- Specialized Intervention Supports, Services and Materials 1000-1999: Certificated Personnel Salaries Supplemental $65,000	Oak Meadow- Specialized Intervention Supports, Services and Materials 1000-1999: Certificated Personnel Salaries Supplemental 123,123.06
		Rolling Hills - Specialized Intervention Supports, Services and Materials 1000-1999: Certificated Personnel Salaries Supplemental $65,000	Rolling Hills - Specialized Intervention Supports, Services and Materials 1000-1999: Certificated Personnel Salaries Supplemental 95,382.76
		Silva Valley - Specialized Intervention Supports, Services and Materials 1000-1999: Certificated Personnel Salaries Supplemental $108,556	Silva Valley - Specialized Intervention Supports, Services and Materials 1000-1999: Certificated Personnel Salaries Supplemental 53,681.23
		William Brooks - Specialized Intervention Supports, Services and Materials 1000-1999: Certificated Personnel Salaries Supplemental $55,000	William Brooks - Specialized Intervention Supports, Services and Materials 1000-1999: Certificated Personnel Salaries Supplemental 61,954.33

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Year 4 - 1.0 FTE Elementary Literacy and NGSS Coach	Met	Year 4 - 1.0 FTE Elementary Literacy Coach 1000-1999: Certificated Personnel Salaries Base $77,448.69	Year 4 - 1.0 FTE Elementary Literacy Coach 1000-1999: Certificated Personnel Salaries Base 77,448.69
		Year 4 - 1.0 FTE Elementary Literacy Coach 3000-3999: Employee Benefits Base $26,199.36	Year 4 - 1.0 FTE Elementary Literacy Coach 3000-3999: Employee Benefits Base 26,201.69

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were implemented.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The District is awaiting the results of the 2019 CAASP in mathematics and English language arts. These will be reported in the fall. Survey results indicate that teachers and administrators report that State standards for mathematics and English language arts are being fully implemented. Finally, the District did provide professional development and targeted collaboration/release time support to all teachers in 2018-2019 in the areas of ELA, mathematics and science.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actions 1-8: Differences in budgeted expenditures versus estimated actuals is primarily reflective of the filling of positions and actual placements on salary schedules as well as payments of any additional stipends.
Action 9: In 2018-2019, the District budgeted for adoption for a new social studies curriculum and sustainability funds for current curriculum adoptions, which have not been expended. As a result, the District will re-budget these funds in 2019-2020 to provide the flexibility to the Board to move forward with an adoption, should the Board elect to do so.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The District has determined that it will not move forward with adopting a new elementary social studies curriculum in the current or next school year. The change is noted in the actual outcomes for '18-'19 and the expected annual measurable outcomes section for '18-'19 and '19-'20. We would like our teachers to have more opportunity to transition to the new science standards and curriculum before proceeding with social studies. Although there is no change reflected in the LCAP document, we have made substantial changes to practice by increasing the frequency and manner in which we engage in teacher collaboration and the tools that we have provided teachers to support their collaboration. In addition to early release day collaboration, the District funded additional release time for grade level collaboration. Teachers were provided a new protocol/process and are supported by the site principal, Director of Curriculum and Instruction, and instructional coaches.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

PROMOTE THE DEVELOPMENT OF EACH STUDENT AS A "WHOLE" PERSON

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Chronic absenteeism and suspensions rates as well as student response data from the California Healthy Kids Survey. **18-19** Chronic absenteeism will meet the definition of "low" once the State has released its rubric. Suspension rates will be maintained in the low status range on the State Dashboard. California Healthy Kids Survey Results will indicate 80% or more of students feel safe and connected at school in both 5th and 7th grades.	District Chronic Absenteeism rate was reported as 6.8% on the 2018 California Dashboard and is in the medium range. A chronic absenteeism rate of 5% or less is considered to be low. The District has calculated the 2019 chronic absenteeism rate to be 4.7%. A decrease of 2.%. This will need to be confirmed with the CDE's Dashboard release in Nov./Dec. The District's suspension rate was 1.8% and in the medium range as reported on the 2018 California Dashboard. A suspension rate of 1% or less is considered low. The District has calculated the 2019 suspension rate to be 1.8%. This will need to be confirmed with the CDE's Dashboard release in Nov./Dec. Eighty-six percent of 5th graders responded that they feel safe at school. Eighty-one percent of 5th students feel connected at school. Seventy-eight percent of 7th grades responded that they feel safe at school. An additional 15% percent responded that they neither felt safe nor unsafe. Seventy-two percent of students feel connected at school. Seventeen percent of students neither felt connected nor disconnected.

Expected	Actual
Baseline Chronic Absenteeism Rate: We are awaiting the State's publication of new chronic absenteeism rate data. The District's suspension rate on the State dashboard for Buckeye Union was at the low status level. California Healthy Kids Survey Results: 5th Grade: Eighty-nine percent of students feel safe at school. Eighty-three percent of students feel connected at school. 7th Grade: Eighty-two percent of students feel safe at school. Seventy-seven percent of students feel connected at school.	A locally developed survey of student's beliefs regarding school safety and feeling connected revealed higher levels of both in 5th (95%+) and 7th graders (85%+).

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School Counselors	Met	School Counselors 1000-1999: Certificated Personnel Salaries Base $265,528.83	School Counselors 1000-1999: Certificated Personnel Salaries Base 319,322.36
		School Counselors 3000-3999: Employee Benefits Base $96,374.97	School Counselors 3000-3999: Employee Benefits Base 105,971.98
		1.0 FTE 4th Year New Counselor 1000-1999: Certificated Personnel Salaries Supplemental $53,584.23	With above School Counselors
		1.0 FTE 4th Year New Counselor 3000-3999: Employee Benefits Supplemental $21,658.67	With above School Counselors

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
District-wide school nursing services and health clerk services	Met	District-wide school nursing services 1000-1999: Certificated Personnel Salaries Base $165,295.25	District-wide school nursing services 1000-1999: Certificated Personnel Salaries Base 164,448.25
		District-wide school nursing services 3000-3999: Employee Benefits Base $62,144.84	District-wide school nursing services 3000-3999: Employee Benefits Base 61,620.97
		District-wide health clerk services 2000-2999: Classified Personnel Salaries Base $156,535.52	District-wide health clerk services 2000-2999: Classified Personnel Salaries Base 144,531.44
		District-wide school nurse and health clerk services. 3000-3999: Employee Benefits Base $70,797.25	District-wide school nurse and health clerk services. 3000-3999: Employee Benefits Base 17,277.56

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
District-wide school psychologist services and Behaviorist III services 2018-2019: This Action/Service has been modified to provide for an increase in staffing by 0.2 FTE school psych and 3.0 FTE school psych interns.	Met	District-wide school psychologist services 1000-1999: Certificated Personnel Salaries Base $458,452.35	District-wide school psychologist services 1000-1999: Certificated Personnel Salaries Base 404,563.70
		District-wide school psychologist services 3000-3999: Employee Benefits Base $182,417.84	District-wide school psychologist services 3000-3999: Employee Benefits Base 144,296.44
		1.0 FTE Behaviorist III 1000-1999: Certificated Personnel Salaries Other $103,147.44	1.0 FTE Behaviorist III 1000-1999: Certificated Personnel Salaries Other 117,776.94
		1.0 FTE Behaviorist III 3000-3999: Employee Benefits Other $35,811.31	1.0 FTE Behaviorist III 3000-3999: Employee Benefits Other 35,811.17

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Education	Met	Love and Logic Instructor Salary 1000-1999: Certificated Personnel Salaries Supplemental $1,280	Love and Logic Instructor Salary 1000-1999: Certificated Personnel Salaries Supplemental 1,167.05
		Love and Logic Instructors 3000-3999: Employee Benefits Supplemental $181	Love and Logic Instructor Salary 3000-3999: Employee Benefits Supplemental 222.81
		Love and Logic Support Staff Salaries 2000-2999: Classified Personnel Salaries Supplemental $3,468	Love and Logic Support Staff Salaries 2000-2999: Classified Personnel Salaries Supplemental 3,938.08,
		Love and Logic Support Staff Benefits 3000-3999: Employee Benefits Supplemental $556	Love and Logic Support Staff Salaries 3000-3999: Employee Benefits Supplemental 672.71
		Love and Logic Supplies 4000-4999: Books And Supplies Supplemental $702	Love and Logic Supplies 4000-4999: Books And Supplies Supplemental 1,467.60

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Food Services (324,167 Salaries); (179,976 - Benefits); ($512,064 Other) Fund 13 2018-2019 Updated Budget: Salaries: $363,332.17 Benefits: $167,635.42 Other: $434,726.70 Support: $44,500.00	Met	Food Services 2000-2999: Classified Personnel Salaries Other See Action/Services	Food Services 2000-2999: Classified Personnel Salaries Other 366,723.18
		Food Services 3000-3999: Employee Benefits Other See Action/Services	Food Services 3000-3999: Employee Benefits Other 123,848.82
		Fund 13 - Food Services - Other Costs 7000-7439: Other Outgo Other See Action/Services	Fund 13 - Food Services - Other Costs 7000-7439: Other Outgo Other 462,338.91

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Transportation	Met	Transportation 2000-2999: Classified Personnel Salaries Base $542,831.59	Transportation 2000-2999: Classified Personnel Salaries Base 484,412.27
		Transportation 3000-3999: Employee Benefits Base $208,636.47	Transportation 3000-3999: Employee Benefits Base 169,431.20

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Library Associates	Met	6.9 FTE Library Associates 2000-2999: Classified Personnel Salaries Base $276,341.05	6.9 FTE Library Associates 2000-2999: Classified Personnel Salaries Base 250,612.28
		6.9 FTE Library Associates 3000-3999: Employee Benefits Base $119,242.74	6.9 FTE Library Associates 3000-3999: Employee Benefits Base 93,779.18

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PE Instructors 2018-2019: This Action/Service has been modified to staff the increase in PE instruction delivered by a PE specialist from 120 minutes to 180 minutes every 10 school days.	Met	12.67 FTE Highly Qualified PE Instructors 1000-1999: Certificated Personnel Salaries Base $948,941.14	12.67 FTE Highly Qualified PE Instructors 1000-1999: Certificated Personnel Salaries Base 1,053,763.77
		12.67 FTE Highly Qualified PE Instructors 3000-3999: Employee Benefits Base $334,391.16	12.67 FTE Highly Qualified PE Instructors 3000-3999: Employee Benefits Base 219,534.84

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Band Instructors	Met	2.0 FTE Highly Qualified Band Instructors 1000-1999: Certificated Personnel Salaries Base $128,675.92	2.0 FTE Highly Qualified Band Instructors 1000-1999: Certificated Personnel Salaries Base 125,278.63
		2.0 FTE Highly Qualified Band Instructors 3000-3999: Employee Benefits Base $45,150.02	2.0 FTE Highly Qualified Band Instructors 3000-3999: Employee Benefits Base 25,663.62

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services were implemented.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

According to the results of the Healthy Kids Survey, students feeling of safety and connectedness were below the goal threshold in grade 7; however, concern emerged about the fact that Healthy Kids Survey items offer students a choice to respond neutrally. Thus, the District surveyed students with a locally designed measure that removed the neutral option and student responses did indicate higher levels of feeling safety and connectedness that were consistent with the goal. The District views the goal as met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences in budgeted expenditures versus estimated actuals is primarily reflective of the filling of positions and actual placements on salary schedules as well as payments of any additional stipends. In addition, a couple of typographical errors were noted and the number revised substantially once identified by the estimated actuals.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We are not making changes to the LCAP; however, we are planning ongoing refinements to the implementation of actions and services through such efforts as Multi-Tiered Systems of Support, Positive Behavioral Interventions and Supports, and Universal Design for Learning.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

STRENGTHEN COMMUNITY RELATIONS AND COMMUNICATIONS

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parent representation on District advisory committees, site based parent education opportunities, District communications, and the Annual Parent Survey **18-19** At least two parent representatives, from each site, will serve on each of the District's advisory committees. Every site will offer at least one site-based parent education opportunity and the District will offer at least one District-wide parent education opportunity. The District will conduct an Annual Parent Survey and will review results with School Board. **Baseline** Forty-two parents served as site representatives on District advisory committees. There were five parent education opportunities in the 2016-2017 school year. The District is publishing 3 District newsletters.	Two parent representatives from each site served on District advisory committees. Every site and the District offered at least one site-based parent education opportunity. The District conducted the Annual Parent Survey and reviewed the results with the School Board.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent information forum presenters.	Met	Parent information forum presenters. 1000-1999: Certificated Personnel Salaries Base $1,200	Parent information forum presenters. 1000-1999: Certificated Personnel Salaries Base 2,000
		Parent information forum presenters. 3000-3999: Employee Benefits Base $150	Parent information forum presenters. 3000-3999: Employee Benefits Base 350

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support English Learner Parent Liaison to assist with welcoming families of English Learners to the District.	Met	No Cost Associated	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were implemented.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services were effective in attracting parents to access educational opportunities that support their students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal and we plan to continue with offering parent education on topics of interest to our community.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

5/6/19 DELAC was consulted with as part of the planning process for this LCAP/Annual Review and Analysis

March 2019 Teachers and Support Staff LCAP were consulted with at meetings facilitated by the site principal as part of the planning process for this LCAP/Annual Review and Analysis
5/20/19 Conferred with representatives of the Buckeye Teachers Association
5/20/19 Conferred with representatives of the Classified School Employees Association.

Students were provided an opportunity as part of the planning process for this LCAP/Annual Review and Analysis to share their input.

2/25/19 Buckeye Student Input: Discussed the current plan and student interests moving forward.
3/7/19 Blue Oak Student Input: Discussed the current plan and student interests moving forward
4/2/19 Camerado Student Input: Discussed the current plan and student interests moving forward.
3/13/19 Oak Meadow Student Input: Discussed the current plan and student interests moving forward.
3/19/19 Rolling Hills Student Input: Discussed the current plan and student interests moving forward.
4/1/19 Silva Valley Student Input: Discussed the current plan and student interests moving forward.
2/27/19 Valley View Charter Montessori Student Input: Discussed the current plan and student interests moving forward
4/13/18 William Brooks Student Input: Discussed the current plan and student interests moving forward.

PTA's/PTO, at one of their regularly scheduled meetings, were provided an opportunity to provide input, as part of the planning process for this LCAP/Annual Review and Analysis.
4/1/19 Buckeye Elementary PTA
2/25/19 Blue Oak PTA
2/19/19 Camerado PT0
3/7/19 Oak Meadow PTA
3/13/19 Rolling Hills PTO

4/4/19 Silva Valley PTA
3/18/19 Valley View Charter Montessori PTO
3/5/19 William Brooks PTA

11/28/18, 2/27/19, 5/29/19, District LCAP Parent Advisory Committee (Comprised of a majority of Parents. Teachers, Principals, Classified Support Staff, District Office Admin., and Board Member also participate): The group was provided with the District's draft recommendations for the annual renewal.

Throughout the year, Principals and District Office Administration have been consulted with as part of the planning process for this LCAP/Annual Review and Analysis at leadership meetings.

Superintendent presented School Board with LCAP needs assessment and initial recommendations

2/6/19 Superintendent updated the Board for the LCAP.
6/12/19 Board will conduct public hearing for the LCAP.
6/26/19 Board will consider final approval of the LCAP.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

During the course of the consultations, the District's plan to maintain services and support, while refining instructional practices and delivery models received consensus support. There is a recognition among stakeholders that new revenues are beginning to level off and expenditures, such as contributions to employee pensions, continue to escalate. Stakeholders support the District's view that it should not be engaged in creating new expenditures that cause ongoing deficit spending.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREAS

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

The District needs to maintain a focus on refining practices and service delivery for all students, so that all students will maximize their mastery of the California State Standards for learning.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The metrics/indicators to be used are State assessments for English language arts,	English language arts: Status level is high and the District wide performance average is	The District's average student scaled score on the State's Smarter Balanced Assessment	The District's average student scaled score on the State's Smarter Balanced Assessment	The District's average student scaled score on the State's Smarter Balanced Assessment

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
mathematics, science and English language development. Additionally, continued progress towards implementation of State Standards will be measured by teacher and administrator survey as well as acquisition of standards aligned materials where relevant (e.g. Science).	31.9 points above level 3. Performance increased by 9.4 points. Mathematics: Status level is high and the District wide performance average is 19.9 points above level 3. Performance increased by 7.2 points. English Learner Progress: Status level is high and 80.3% of English Learners met State criteria for progress, advancing at least one CELDT performance level from prior year to current year or performed Early Advanced/Advanced English Proficient in the prior year and scored Early Advanced/Advanced English Proficient in the current year. A narrative of the District's progress towards implementation of State Standards is attached.	for mathematics and English language arts, will increase by 5 and 7 points, respectively. English Learner progress will improve by 1.5% on State criteria identified in the baseline. The District will establish baseline data from the State's science assessment. A survey of teachers and administrators will indicate that State standards for mathematics and English language arts are being fully implemented with the support of standards aligned materials. All teachers and administrators will receive initial training for transitioning to the Next Generation Science Standards (NGSS).	for mathematics and English language arts, will increase by 3 points for all students and 5 points for all under-performing subgroups. English Learner progress will improve by 1.5% on State criteria identified in the baseline. (The District is awaiting new State criteria for progress and will update this expected outcome once notified.) A survey of teachers and administrators will indicate that State standards for mathematics and English language arts are being fully implemented with the support of standards aligned materials. The District will demonstrate progress on the State's science assessment. (Awaiting State metrics for progress). Teachers and administrators will	for mathematics and English language arts, will increase by 3 points for all students and 5 points for all under-performing subgroups. English Learner progress will improve by 1.5% on State criteria identified in the baseline. (The District is awaiting new State criteria for progress and will update this expected outcome once notified.) A survey of teachers and administrators will indicate that State standards for Science are being fully implemented with the support of standards aligned materials. The District will demonstrate progress on the State's science assessment. (Awaiting State metrics for progress).

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			receive training for continued transitioning to the Next Generation Science Standards (NGSS). Training and initial implementation of the District's new Amplify science curriculum will occur in grades K-8.	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Grade Spans: TK-8th

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide highly qualified administrators, teachers, and other certificated staff who deliver a broad course of study to all students in the Buckeye Union School District.	Provide highly qualified administrators, teachers, and other certificated staff who deliver a broad course of study to all students in the Buckeye Union School District.	Provide highly qualified administrators, teachers, and other certificated staff who deliver a broad course of study to all students in the Buckeye Union School District.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$13,655,258	$15,327,028.07	$14,821,894.84
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salaries	1000-1999: Certificated Personnel Salaries Certificated Salaries	1000-1999: Certificated Personnel Salaries Certificated Salaries
Amount	$5,701,800	$6,020,404	$6,501,946.93
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Certificated Benefits	3000-3999: Employee Benefits Certificated Benefits	3000-3999: Employee Benefits Certificated Benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Grade Spans: TK-8th

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide highly qualified classified administrators and support staff to all school sites in the Buckeye Union School District.	Provide highly qualified classified administrators and support staff to all school sites in the Buckeye Union School District.	Provide highly qualified classified administrators and support staff to all school sites in the Buckeye Union School District.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,844,444	$4,433,418.14	$5,933,758.62
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Classified Salaries	2000-2999: Classified Personnel Salaries Classified Salaries	2000-2999: Classified Personnel Salaries Classified Salaries
Amount	$2,768,731	$2,018,324.19	$2,653,917.39
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Classified Benefits	3000-3999: Employee Benefits Classified Benefits	3000-3999: Employee Benefits Classified Benefits

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	Schoolwide	Specific Schools: Blue Oak Elementary Specific Grade Spans: TK-5th

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Year 4 - 1.0 FTE Literacy Coach	Year 5 - 1.0 FTE Literacy Coach	Year 6 - 1.0 FTE Literacy Coach

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$81,959	$84,323.05	$77,690.90
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Year 4 - 1.0 FTE Literacy Coach	1000-1999: Certificated Personnel Salaries Year 5 - 1.0 FTE Literacy Coach	1000-1999: Certificated Personnel Salaries Year 6 - 1.0 FTE Literacy Coach
Amount	$24,263	$27,507.35	$25,688.66
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Year 4 - 1.0 FTE Literacy Coach	3000-3999: Employee Benefits Year 5 - 1.0 FTE Literacy Coach	3000-3999: Employee Benefits Year 6 - 1.0 FTE Literacy Coach

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	Schoolwide	Specific Schools: Rolling Hills Middle School Specific Grade Spans: 6th-8th

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Year 3 - 1.0 FTE Language Arts Support/Intervention - RH	Year 1 - 0.8 FTE Language Arts Support/Intervention - RH 2018-19: This Action/Service is continuing, but reduced to 0.8 FTE to align with projected student need	Year 2 - 0.8 FTE Language Arts Support/Intervention - RH 2018-19: This Action/Service is continuing, but was reduced to 0.8 FTE to align with projected student need

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$68,559	$42,965	$44,250
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Year 3 - 1.0 FTE Language Arts Support/Intervention - RH	1000-1999: Certificated Personnel Salaries Year 4 - 0.8 FTE Language Arts Support/Intervention - RH	1000-1999: Certificated Personnel Salaries Year 5 - 0.8 FTE Language Arts Support/Intervention - RH
Amount	$24,721	$18,479	$21,225.05
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Year 3 - 1.0 FTE Language Arts Support/Intervention - RH	3000-3999: Employee Benefits Year 1 - 0.8 FTE Language Arts Support/Intervention - RH	3000-3999: Employee Benefits Year 2 - 0.8 FTE Language Arts Support/Intervention - RH

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Blue Oak Elementary
Specific Grade Spans: TK-5th

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Year 3 - Assistant Principal	Year 1 - Teacher on Special Assignment - Assistant to Principal 2018-2019: This Action/Service is continuing, but will be staffed with a 0.5 FTE TOSA (Teacher on Special Assignment)	Year 2 - Teacher on Special Assignment - Assistant to Principal

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$44,837	$38,000	$42,083.50
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Year 3 - 0.5 FTE Assistant Principal	1000-1999: Certificated Personnel Salaries Year 1 - 0.5 FTE TOSA - Assistant to Principal	1000-1999: Certificated Personnel Salaries Year 2 - 0.5 FTE TOSA - Assistant to Principal
Amount	$15,503	$13,670	$ 14,633.66
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Year 3 - 0.5 FTE Assistant Principal	3000-3999: Employee Benefits Year 1 - 0.5 FTE TOSA - Assistant to Principal	3000-3999: Employee Benefits Year 2 - 0.5 FTE TOSA - Assistant to Principal
Amount	$44,837	$38,000	$42,083.50
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Year 3 - 0.5 FTE Assistant Principal	1000-1999: Certificated Personnel Salaries Year 1 - 0.5 FTE TOSA - Assistant to Principal	1000-1999: Certificated Personnel Salaries Year 2 - 0.5 FTE TOSA - Assistant to Principal

Amount	$15,503	$13,670	$14,633.66
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Year 3 - 0.5 FTE Assistant Principal	3000-3999: Employee Benefits Year 1 - 0.5 FTE TOSA - Assistant to Principal	3000-3999: Employee Benefits Year 2 - 0.5 FTE TOSA - Assistant to Principal

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Camerado Springs Middle School
Specific Grade Spans: 6th - 8th

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Year 3 - Assistant Principal	Year 4 - Assistant Principal	Year 5 - Assistant Principal

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$53,352	$53,805	$55,418.50
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 0.5 FTE Assistant Principal	1000-1999: Certificated Personnel Salaries Year 4 - 0.5 FTE Assistant Principal	1000-1999: Certificated Personnel Salaries Year 5 - 0.5 FTE Assistant Principal
Amount	$17,836	$18,859	$17,229.99
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits 0.5 FTE Assistant Principal	3000-3999: Employee Benefits Year 4 - 0.5 FTE Assistant Principal	3000-3999: Employee Benefits Year 5 - 0.5 FTE Assistant Principal
Amount	$53,352	$53,805	$55,418.50
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 0.5 FTE Assistant Principal	1000-1999: Certificated Personnel Salaries Year 4 - 0.5 FTE Assistant Principal	1000-1999: Certificated Personnel Salaries Year 5 - 0.5 FTE Assistant Principal
Amount	$17,836	$18,859	$17,229.99
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits 0.5 FTE Assistant Principal	3000-3999: Employee Benefits Year 4 - 0.5 FTE Assistant Principal	3000-3999: Employee Benefits Year 5 - Assistant Principal

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	Schoolwide	Specific Schools: Camerado Springs Middle School Specific Grade Spans: 6th - 8th

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Year 2 - 6 Extra Periods - Core Subjects (Reduce Class Sizes)	Year 3 - 6 Extra Periods - Core Subjects (Reduce Class Sizes) 2018-2019: This Action/Service has been discontinued due natural attrition and decline in enrollment.	Year 4 - 6 Extra Periods - Core Subjects (Reduce Class Sizes) 2018-2019: This Action/Service has been discontinued due natural attrition and decline in enrollment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$90,277	See Action/Services	See Action/Services
Source	Supplemental		
Budget Reference	1000-1999: Certificated Personnel Salaries Year 2 - 6 Extra Periods - Core Subjects (Reduce Class Sizes)		
Amount	$28,472	See Action/Services	See Action/Services
Source	Supplemental		
Budget Reference	3000-3999: Employee Benefits Year 2 - 6 Extra Periods - Core Subjects (Reduce Class Sizes)		

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Certificated Intervention Teachers	Certificated Intervention Teachers 2018-2019: This Action/Service has been modified to reallocate the District-level Certificated Intervention Teachers/Specialists resources to the site-level. Site level funds for these services have been increased. Classified services remain unchanged.	Certificated Intervention Teachers 2018-2019: This Action/Service has been modified to reallocate the District-level Certificated Intervention Teachers/Specialists resources to the site-level. Site level funds for these services have been increased. Classified services remain unchanged

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$153,000	$153,000	
Source	Supplemental	Supplemental	
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Intervention Teachers/Specialists	1000-1999: Certificated Personnel Salaries Certificated Intervention Teachers/Specialists	
Amount	$16,830	$16,830	
Source	Supplemental	Supplemental	
Budget Reference	3000-3999: Employee Benefits Certificated Intervention Teachers/Specialists	3000-3999: Employee Benefits Certificated Intervention Teachers/Specialists	
Amount	$60,843	$69,740	
Source	Base	Base	
Budget Reference	2000-2999: Classified Personnel Salaries Classified Intervention Support Staff (Buckeye Elementary Only)	2000-2999: Classified Personnel Salaries Classified Intervention Support Staff (Buckeye Elementary Only)	2000-2999: Classified Personnel Salaries Classified Intervention Support Staff (Buckeye Elementary Only)
Amount	$27,777	$32,281	$75,340
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Classified Intervention Support Staff (Buckeye Elementary Only)	3000-3999: Employee Benefits Classified Intervention Support Staff (Buckeye Elementary Only)	3000-3999: Employee Benefits Classified Intervention Support Staff (Buckeye Elementary Only)
Amount	$7,422	$8,250	$27,431
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures CELDT Assessors	5800: Professional/Consulting Services And Operating Expenditures ELPAC Assessors	5800: Professional/Consulting Services And Operating Expenditures ELPAC Assessors

Amount	$1,621	$1,906	$11,132.63
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Translation Services	5800: Professional/Consulting Services And Operating Expenditures Translation Services	5800: Professional/Consulting Services And Operating Expenditures Translation Services

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Grade Spans: TK-8th

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provision of Adopted High-Quality Standards Aligned Instructional Materials, Books, Resources and Supplies for all students and 100% Compliance with the Williams Act.	Provision of Adopted High-Quality Standards Aligned Instructional Materials, Books, Resources and Supplies for all students and 100% Compliance with the Williams Act.	Provision of Adopted High-Quality Standards Aligned Instructional Materials, Books, Resources and Supplies for all students and 100% Compliance with the Williams Act.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,062,394	$3,752,959.97	$2,033,760.63
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Provision of Adopted High-Quality Standards Aligned Instructional Materials, Books, Resources and Supplies for all students and 100% Compliance with the Williams Act. 2017-2018: Board adopted Amplify for implementation of Next Generation Science Standards. The District identified a need to replace approximately 2500 student Chromebooks used for instructional purposes. The District also identified a need to improve the Middle School Library Collections for the 2018-2019 school year	4000-4999: Books And Supplies Provision of Adopted High-Quality Standards Aligned Instructional Materials, Books, Resources and Supplies for all students and 100% Compliance with the Williams Act.	4000-4999: Books And Supplies Provision of Adopted High-Quality Standards Aligned Instructional Materials, Books, Resources and Supplies for all students and 100% Compliance with the Williams Act.

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools Specific Grade Spans: TK-8th

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Year 2 - Implement a Common Student Assessment System for Student Achievement Data	Year 3 - Implement a Common Student Assessment System for Student Achievement Data	Year 1 - Implement a Common Student Assessment System for Student Achievement Data (Illuminate)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,508	$5,608	$16,321
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Year 2 - Implement a Common Student Assessment System for Student Achievement Data	5800: Professional/Consulting Services And Operating Expenditures Year 3 - Implement a Common Student Assessment System for Student Achievement Data	5800: Professional/Consulting Services And Operating Expenditures Year 1 - Implement a Common Student Assessment System for Student Achievement Data (Illuminate)

Amount	$8,705	$8,805	$74,354
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Year 2 - Implement a Common Student Assessment System for Student Achievement Data	5800: Professional/Consulting Services And Operating Expenditures Year 3 - Implement a Common Student Assessment System for Student Achievement Data	5800: Professional/Consulting Services And Operating Expenditures Year 4 - Implement a Common Student Assessment System for Student Achievement Data (Illuminate)

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Rolling Hills Middle School and Camerado Springs Middle School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Year 3 of 4 year lease - 500 Middle School Chromebooks/13 Carts	Year 4 of 4 year lease - 500 Middle School Chromebooks/13 Carts	Year 1 of 4 year lease - Estimated 500 Middle School Chromebooks/13 Carts

		2019-2020: This Action/Service is projected to be discontinued, with full payment of the lease occurring at end of fiscal year 2018-2019. The District also purchased approximately 2500 Chromebooks as part of its technology replacement plan in summer 2018 for the 2018-2019 school year, which eliminates the need to renew this lease.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$36,692	$40,769	
Source	Base	Base	
Budget Reference	4000-4999: Books And Supplies Year 3 of 4 year lease - 500 Middle School Chromebooks/13 Carts	4000-4999: Books And Supplies Year 4 of 4 year lease - 500 Middle School Chromebooks/13 Carts	

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Grade Spans: TK-8th

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Facilities-Construction, Maintenance and Repairs: Maintain high quality facilities for learning in a school environment that promotes respect, responsibility and safety.	Facilities-Construction, Maintenance and Repairs: Maintain high quality facilities for learning in a school environment that promotes respect, responsibility and safety.	Facilities-Construction, Maintenance and Repairs: Maintain high quality facilities for learning in a school environment that promotes respect, responsibility and safety.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,384,357	$3,169,729	$2,556,275.75
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Facilities-Construction, Maintenance and Repairs [Includes All 5000-5999 and 6000-6999]	5000-5999: Services And Other Operating Expenditures Facilities-Construction, Maintenance and Repairs [Includes All 5000-5999 and 6000-6999]	5000-5999: Services And Other Operating Expenditures Facilities-Construction, Maintenance and Repairs [Includes All 5000-5999 and 6000-6999]
Amount	$496,838	$587,545.51	$0
Source	Other	Other	Other
Budget Reference	7000-7439: Other Outgo .Facilities/Transportation/Food Service	7000-7439: Other Outgo Facilities/Transportation/Food Service	7000-7439: Other Outgo Facilities/Transportation/Food Service

Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	Specific Grade Spans: TK-8th

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
District-Wide ELL Coordinator TOSA - and Elementary TOSA to Assist Principal	0.5 FTE District-Wide ELL Coordinator 2018-2019: This Action/Service with respect to the TOSA Assistant to the Principal has been discontinued at Oak Meadow.	0.5 FTE District-Wide ELL Coordinator

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$80,412	$50,754.03	$56,527
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 1.0 FTE District-Wide ELL Coordinator TOSA - and Elementary TOSA to Assist Principal	1000-1999: Certificated Personnel Salaries 0.5 FTE District-Wide ELL Coordinator	1000-1999: Certificated Personnel Salaries 0.5 FTE District-Wide ELL Coordinator

Amount	$25,480	$17,330.50	$17,446
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits 1.0 FTE District-Wide ELL Coordinator TOSA - and Elementary TOSA to Assist Principal	3000-3999: Employee Benefits 0.5 FTE District-Wide ELL Coordinator	3000-3999: Employee Benefits 0.5 FTE District-Wide ELL Coordinator

Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: TK-8th

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Year 1 - 1.0 FTE Behaviorist III	Year 2 - 1.0 FTE Behaviorist III	Year 3 - 1.0 FTE Behaviorist III

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$94,716	$103,147.44	$105,726
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Year 1 - 1.0 FTE Behaviorist III	1000-1999: Certificated Personnel Salaries Year 2 - 1.0 FTE Behaviorist III	1000-1999: Certificated Personnel Salaries Year 3 - 1.0 FTE Behaviorist III
Amount	$31,570	$35,811.31	$36,348
Source	Other	Other	Other
Budget Reference	3000-3999: Employee Benefits Year 1 - 1.0 FTE Behaviorist III	3000-3999: Employee Benefits Year 2 - 1.0 FTE Behaviorist III	3000-3999: Employee Benefits Year 3 - 1.0 FTE Behaviorist III

Action 15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: TK-8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
ELL Summer School Program	ELL Summer School Program	ELL Summer School Program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$11,461	$11,461	$10,557.58
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries ELL Summer School Program	1000-1999: Certificated Personnel Salaries ELL Summer School Program	1000-1999: Certificated Personnel Salaries ELL Summer School Program
Amount	$1,318	$1,318	$1,238.28
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits ELL Summer School Program	3000-3999: Employee Benefits ELL Summer School Program	3000-3999: Employee Benefits ELL Summer School Program
Amount	$1,995	$1,995	$1,645.34
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries ELL Summer School Program	2000-2999: Classified Personnel Salaries ELL Summer School Program	2000-2999: Classified Personnel Salaries ELL Summer School Program
Amount	$339	$339	$275.17
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits ELL Summer School Program	3000-3999: Employee Benefits ELL Summer School Program	3000-3999: Employee Benefits ELL Summer School Program

Action 16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	Limited to Unduplicated Student Group(s)	Specific Grade Spans: TK-8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Year 2 - Site allocations based on unduplicated student count to provide before/during/afterschool intervention, teacher collaboration time, promote positive behavior through restorative practices, behavior management supports and supplemental materials directed toward increasing student performance for unduplicated student sub-groups.	Year 3 - Site allocations based on unduplicated student count to provide before/during/afterschool intervention, teacher collaboration time, promote positive behavior through restorative practices, behavior management supports and supplemental materials directed toward increasing student performance for unduplicated student sub-groups. 2018-2019: This Action/Service has been modified to reflect additional supplemental funding site allocations based on unduplicated student count to provide these services.	Year 4 - Site allocations based on unduplicated student count to provide before/during/afterschool intervention, teacher collaboration time, promote positive behavior through restorative practices, behavior management supports and supplemental materials directed toward increasing student performance for unduplicated student sub-groups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$60,000	$145,000	$145,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Blue Oak - Specialized Intervention Supports, Services and Materials	1000-1999: Certificated Personnel Salaries Blue Oak - Specialized Intervention Supports, Services and Materials	1000-1999: Certificated Personnel Salaries Blue Oak - Specialized Intervention Supports, Services and Materials
Amount	$90,835	$105,000	$105,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Buckeye - Specialized Intervention Supports, Services and Materials	1000-1999: Certificated Personnel Salaries Buckeye - Specialized Intervention Supports, Services and Materials	1000-1999: Certificated Personnel Salaries Buckeye - Specialized Intervention Supports, Services and Materials
Amount	$70,704	$195,000	$195,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Camerado Springs - Specialized Intervention Supports, Services and Materials	1000-1999: Certificated Personnel Salaries Camerado Springs - Specialized Intervention Supports, Services and Materials	1000-1999: Certificated Personnel Salaries Camerado Springs - Specialized Intervention Supports, Services and Materials
Amount	$57,447	$65,000	$65,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Oak Meadow - Specialized Intervention Supports, Services and Materials	1000-1999: Certificated Personnel Salaries Oak Meadow- Specialized Intervention Supports, Services and Materials	1000-1999: Certificated Personnel Salaries Oak Meadow- Specialized Intervention Supports, Services and Materials

Amount	$40,262	$65,000	$100,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Rolling Hills - Specialized Intervention Supports, Services and Materials	1000-1999: Certificated Personnel Salaries Rolling Hills - Specialized Intervention Supports, Services and Materials	1000-1999: Certificated Personnel Salaries Rolling Hills - Specialized Intervention Supports, Services and Materials (in addition approx. $70K allocated to 0.8 FTE class identified in LCAP
Amount	$24,059	$108,556	$55,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Silva Valley - Specialized Intervention Supports, Services and Materials	1000-1999: Certificated Personnel Salaries Silva Valley - Specialized Intervention Supports, Services and Materials	1000-1999: Certificated Personnel Salaries Silva Valley - Specialized Intervention Supports, Services and Materials
Amount	$30,442	$55,000	$60,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries William Brooks - Specialized Intervention Supports, Services and Materials	1000-1999: Certificated Personnel Salaries William Brooks - Specialized Intervention Supports, Services and Materials	1000-1999: Certificated Personnel Salaries William Brooks - Specialized Intervention Supports, Services and Materials

Action 17

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Camerado Springs Middle School and VVCM IB Coordinator

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Year 3 - 1.0 FTE Elementary Literacy Coach	Year 4 - 1.0 FTE Elementary Literacy and NGSS Coach	Year 1 - 1.0 FTE IB Coordinator for Camerado and VVCM

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$75,278	$77,448.69	$71,357.22
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Year 3 - 1.0 FTE Elementary Literacy Coach	1000-1999: Certificated Personnel Salaries Year 4 - 1.0 FTE Elementary Literacy Coach	1000-1999: Certificated Personnel Salaries Year 1 - 1.0 FTE IB Coordinator
Amount	$24,595	$26,199.36	$24,454.85
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Year 3 - 1.0 FTE Elementary Literacy Coach	3000-3999: Employee Benefits Year 4 - 1.0 FTE Elementary Literacy Coach	3000-3999: Employee Benefits Year 1 - 1.0 FTE IB Coordinator

Action 18

Students with Disabilities	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action
		3.0 FTE Behavior Technician

Budgeted Expenditures

Amount			$63,500
Source			Base
Budget Reference			2000-2999: Classified Personnel Salaries 3.0 FTE Behavior Technician
Amount			$26,000
Source			Base
Budget Reference			3000-3999: Employee Benefits 3.0 FTE Behavior Technician

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

PROMOTE THE DEVELOPMENT OF EACH STUDENT AS A "WHOLE" PERSON

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Buckeye Union's Schools and District have a core responsibility to support the development of students into socially responsible citizens of tomorrow and to ensure they have the skills necessary to lead a healthy and enriched life.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic absenteeism and suspensions rates as well as student response data from the California Healthy Kids Survey.	Chronic Absenteeism Rate: We are awaiting the State's publication of new chronic absenteeism rate data. The District's suspension rate on the State dashboard for	Chronic absenteeism will meet the definition of "low" once the State has released its rubric. Suspension rates will be maintained in the low status range on the State Dashboard.	Chronic absenteeism will meet the definition of "low" once the State has released its rubric. Suspension rates will be maintained in the low status range on the State Dashboard.	Chronic absenteeism will meet the definition of "low" once the State has released its rubric. Suspension rates will be maintained in the low status range on the State Dashboard.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Buckeye Union was at the low status level. California Healthy Kids Survey Results: 5th Grade: Eighty-nine percent of students feel safe at school. Eighty-three percent of students feel connected at school. 7th Grade: Eighty-two percent of students feel safe at school. Seventy-seven percent of students feel connected at school.	California Healthy Kids Survey Results will indicate 80% or more of students feel safe and connected at school in both 5th and 7th grades.	California Healthy Kids Survey Results will indicate 80% or more of students feel safe and connected at school in both 5th and 7th grades.	District climate survey will indicate that overwhelming majority of 5th and 7th grade students feel safe and connected at school.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	Schoolwide	Specific Schools: Blue Oak Elementary and Valley View Elementary Specific Grade Spans: TK-5th

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School Counselors	School Counselors	School Counselors

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$327,293	$265,528.83	$310,822
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries School Counselors	1000-1999: Certificated Personnel Salaries School Counselors	1000-1999: Certificated Personnel Salaries School Counselors
Amount	$117,169	$96,374.97	$80,353
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits School Counselors	3000-3999: Employee Benefits School Counselors	3000-3999: Employee Benefits School Counselors
Amount	$50,624	$53,584.23	$54,388
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 1.0 FTE 3rd Year New Counselor	1000-1999: Certificated Personnel Salaries 1.0 FTE 4th Year New Counselor	1000-1999: Certificated Personnel Salaries 1.0 FTE 5th Year New Counselor

Amount	$20,336	$21,658.67	$21,984
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits 1.0 FTE 3rd Year New Counselor	3000-3999: Employee Benefits 1.0 FTE 4th Year New Counselor	3000-3999: Employee Benefits 1.0 FTE 5th Year New Counselor

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Grade Spans: TK-8th

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
District-wide school nursing services and health clerk services.	District-wide school nursing services and health clerk services	District-wide school nursing services and health clerk services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$155,715	$165,295.25	$151,974.52
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries District-wide school nursing services	1000-1999: Certificated Personnel Salaries District-wide school nursing services	1000-1999: Certificated Personnel Salaries District-wide school nursing services
Amount	$69,929	$62,144.84	$68,133.60
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits District-wide school nursing services	3000-3999: Employee Benefits District-wide school nursing services	3000-3999: Employee Benefits District-wide school nursing services
Amount	$143,136	$156,535.52	$147,739.28
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries District-wide health clerk services.	2000-2999: Classified Personnel Salaries District-wide health clerk services	2000-2999: Classified Personnel Salaries District-wide health clerk services.
Amount	$63,847	$70,797.25	$81,309.50
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits District-wide school nurse and health clerk services.	3000-3999: Employee Benefits District-wide school nurse and health clerk services.	3000-3999: Employee Benefits District-wide school nurse and health clerk services.

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Grade Spans: TK-8th

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
District-wide school psychologist services and Behaviorist III services	District-wide school psychologist services and Behaviorist III services 2018-2019: This Action/Service has been modified to provide for an increase in staffing by 0.2 FTE school psych and 3.0 FTE school psych interns.	District-wide school psychologist services and Behaviorist III services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$373,332	$458,452.35	$320,420
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries District-wide school psychologist services	1000-1999: Certificated Personnel Salaries District-wide school psychologist services	1000-1999: Certificated Personnel Salaries District-wide school psychologist services
Amount	$181,283	$182,417.84	$148,871
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits District-wide school psychologist services	3000-3999: Employee Benefits District-wide school psychologist services	3000-3999: Employee Benefits District-wide school psychologist services

Amount	$94,176	$103,147.44	$105,726
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries 1.0 FTE Behaviorist III	1000-1999: Certificated Personnel Salaries 1.0 FTE Behaviorist III	1000-1999: Certificated Personnel Salaries 1.0 FTE Behaviorist III
Amount	$31,570	$35,811.31	$36,348
Source	Other	Other	Other
Budget Reference	3000-3999: Employee Benefits 1.0 FTE Behaviorist III	3000-3999: Employee Benefits 1.0 FTE Behaviorist III	3000-3999: Employee Benefits 1.0 FTE Behaviorist III

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Grade Spans: TK-8th

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Parent Education	Parent Education	Parent Education

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$882	$1,280	$1,184.56
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Love and Logic Instructor Salary	1000-1999: Certificated Personnel Salaries Love and Logic Instructor Salary	1000-1999: Certificated Personnel Salaries Love and Logic Instructor Salary
Amount	$136	$181	$226.15
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Love and Logic Instructors	3000-3999: Employee Benefits Love and Logic Instructors	3000-3999: Employee Benefits Love and Logic Instructors
Amount	$2,671	$3,468	$3,997.15
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Love and Logic Support Staff Salary	2000-2999: Classified Personnel Salaries Love and Logic Support Staff Salaries	2000-2999: Classified Personnel Salaries Love and Logic Support Staff Salaries
Amount	$401	$556	$682.80
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Love and Logic Support Staff Benefits	3000-3999: Employee Benefits Love and Logic Support Staff Benefits	3000-3999: Employee Benefits Love and Logic Support Staff Benefits
Amount	$542	$702	$2,108.37
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Love and Logic Supplies	4000-4999: Books And Supplies Love and Logic Supplies	4000-4999: Books And Supplies Love and Logic Supplies

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Food Services (324,167 Salaries); (179,976 - Benefits); ($512,064 Other) Fund 13 Updated Budget: Salaries: $365,495.90 Benefits: $157,928.06 Other: $439,611.27 Support: $45,000.00	Food Services (324,167 Salaries); (179,976 - Benefits); ($512,064 Other) Fund 13 2018-2019 Updated Budget: Salaries: $363,332.17 Benefits: $167,635.42 Other: $434,726.70 Support: $44,500.00	Food Services ($391,914 Salaries); ($177,257 - Benefits); ($433,997.15 Other) Fund 13

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Action/Services	See Action/Services	See Action/Services
Source	Base	Other	Other
Budget Reference	2000-2999: Classified Personnel Salaries Food Services	2000-2999: Classified Personnel Salaries Food Services	2000-2999: Classified Personnel Salaries Food Services
Amount	See Action/Services	See Action/Services	See Action/Services
Source	Base	Other	Other
Budget Reference	3000-3999: Employee Benefits Food Services	3000-3999: Employee Benefits Food Services	3000-3999: Employee Benefits Food Services
Amount	See Action/Services	See Action/Services	See Action/Services
Source	Base	Other	Other
Budget Reference	7000-7439: Other Outgo Food Services - Other Costs	7000-7439: Other Outgo Fund 13 - Food Services - Other Costs	7000-7439: Other Outgo Fund 13 - Food Services - Other Costs

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Grade Spans: TK-8th

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Transportation	Transportation	Transportation

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$546,385	$542,831.59	$493,957.91
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Transportation	2000-2999: Classified Personnel Salaries Transportation	2000-2999: Classified Personnel Salaries Transportation
Amount	$200,275	$208,636.47	$202,638.88
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Transportation	3000-3999: Employee Benefits Transportation	3000-3999: Employee Benefits Transportation
Amount			

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Library Associates	Library Associates	Library Associates

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$251,337	$276,341.05	$257,295.71
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries 6.9 FTE Library Associates	2000-2999: Classified Personnel Salaries 6.9 FTE Library Associates	2000-2999: Classified Personnel Salaries Library Associates
Amount	$108,598	$119,242.74	$120,555.26
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits 6.9 FTE Library Associates	3000-3999: Employee Benefits 6.9 FTE Library Associates	3000-3999: Employee Benefits Library Associates

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Grade Spans: 1st through 8th

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
PE Instructors	PE Instructors 2018-2019: This Action/Service has been modified to staff the increase in PE instruction delivered by a PE specialist from 120 minutes to 180 minutes every 10 school days.	PE Instructors

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$798,747	$948,941.14	$1,037,690.06
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 12.67 FTE Highly Qualified PE Instructors	1000-1999: Certificated Personnel Salaries 12.67 FTE Highly Qualified PE Instructors	1000-1999: Certificated Personnel Salaries Highly Qualified PE Instructors
Amount	$272,791	$334,391.16	$384,345.76
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits 12.67 FTE Highly Qualified PE Instructors	3000-3999: Employee Benefits 12.67 FTE Highly Qualified PE Instructors	3000-3999: Employee Benefits Highly Qualified PE Instructors

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Band Instructors	Band Instructors	Band Instructors

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$125,491	$128,675.92	$130,078
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 2.0 FTE Highly Qualified Band Instructors	1000-1999: Certificated Personnel Salaries 2.0 FTE Highly Qualified Band Instructors	1000-1999: Certificated Personnel Salaries Highly Qualified Band Instructors
Amount	$44,858	$45,150.02	$51,087
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits 2.0 FTE Highly Qualified Band Instructors	3000-3999: Employee Benefits 2.0 FTE Highly Qualified Band Instructors	3000-3999: Employee Benefits Highly Qualified Band Instructors

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

STRENGTHEN COMMUNITY RELATIONS AND COMMUNICATIONS

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

It is well recognized that Buckeye Union's positive connections with its community have greatly benefited students over time. This relationship must be continually fostered as new families enter our schools in order that the community remain well informed and engaged with how we can all best support our students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent representation on District advisory committees, site based parent education opportunities, District communications, and the Annual Parent Survey	Forty-two parents served as site representatives on District advisory committees. There were five parent education opportunities in the 2016-2017 school year.	At least two parent representatives, from each site, will serve on each of the District's advisory committees. Every site will offer at least one site-based parent education	At least two parent representatives, from each site, will serve on each of the District's advisory committees. Every site will offer at least one site-based parent education	At least two parent representatives, from each site, will serve on each of the District's advisory committees. Every site will offer at least one site-based parent education

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	The District is publishing 3 District newsletters.	opportunity and the District will offer at least one District-wide parent education opportunity. The District will conduct an Annual Parent Survey and will review results with School Board. The District will launch a new District website and parent communication app.	opportunity and the District will offer at least one District-wide parent education opportunity. The District will conduct an Annual Parent Survey and will review results with School Board.	opportunity and the District will offer at least one District-wide parent education opportunity. The District will conduct an Annual Parent Survey and will review results with School Board.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Grade Spans: TK-8th

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent information forum presenters.	Parent information forum presenters.	Parent information forum presenters.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000	$1,200	$1,200
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Parent information forum presenters.	1000-1999: Certificated Personnel Salaries Parent information forum presenters.	1000-1999: Certificated Personnel Salaries Parent information forum presenters.
Amount	$120	$150	$150
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Parent information forum presenters.	3000-3999: Employee Benefits Parent information forum presenters.	3000-3999: Employee Benefits Parent information forum presenters.

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Support English Learner Parent Liaison to assist with welcoming families of English Learners to the District.	Support English Learner Parent Liaison to assist with welcoming families of English Learners to the District.	Support English Learner Parent Liaison to assist with welcoming families of English Learners to the District.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No Cost Associated	No Cost Associated	No Cost Associated

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,181,260	3.64%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The district is using supplemental funds in a district-wide manner for the following purposes and reasons.

1. Continue increased (1.0 FTE) Assistant Principal staffing. Commencing with the 2018-2019 school year, this will result in a full time assistant principal staffed at Camerado Springs Middle School and a 0.5 FTE Teacher on Special Assignment ("TOSA") to assist Principal staffed at Blue Oak Elementary. Both sites are impacted by a significantly higher proportion (approx. 10%) of unduplicated pupils than is present at other sites in the District, which are not Title I grant recipients, and thus this resource is principally directed to serve the needs of unduplicated students.

At a time when both sites are transitioning to new standards, assessments, instructional materials and technology as part of the District's goals to support student achievement, principals need to be dedicating more of their time as instructional leaders focusing on the needs of all students, including those most at risk. Given the need to implement and sustain so much change, supporting principals and teachers with additional assistant principal support is essential in order to realize District goals. Teachers from both sites indicated that this resource should be a high priority. Research indicates that effective principals have a significant impact on student achievement (Branch, Gregory F., Hanushek, Eric A., and Rivkin, Steven G. (2013) "School Leaders Matter", available at http://educationnext.org/school-leaders-matter/.)

2. Continue increased (1.0) District-wide counseling. Counselors play a key role in fostering academic achievement as well as supporting a positive school climate and culture, including the reduction of discipline problems and attendance issues (as cited by the California Department of Education at http://www.cde.ca.gov/ls/cg/rh/counseffective.asp and the California Association of School

Counselors at http://www.schoolcounselor-ca.org/files/Advocacy/Research%20on%20School%20Counseling%20Effectiveness.pdf). This will address the District's goals of maximizing student achievement, chronic absenteeism and addressing the needs of the whole child. This increase in services are principally directed toward unduplicated students as it will allow the establishment of a certificated counselor on the Blue Oak campus and will support the counseling program around the school District ,in a manner that ensures a more coherent service delivery model at all sites including our highest proportion unduplicated count sites, Camerado Springs Middle and Buckeye Elementary Schools.

3. Continue staffing 1.0 FTE Literacy Coach at Blue Oak Elementary. This position supports professional development opportunities for teachers that occur over an extended period of time and are focused on the development of student literacy skills. Coaching is a more effective model (as cited by the Annenberg Institute for School Reform: Professional Development Strategies that Improve Instruction at http://annenberginstitute.org/pdf/InstructionalCoaching.pdf) of professional development than traditional professional development models (e.g. workshop). This serves the District's goal of maximizing student achievement and is principally directed to Blue Oak Elementary where a relatively high percentage of the District's elementary age unduplicated count students attend. Blue Oak teachers and the principal have requested the Literacy Coach position continue.

4. Maintain .5 funding of District-wide ELL Coordinator. This resource is principally directed to serve the needs of all unduplicated count student District-wide. The position will serve the needs of all English Learners district-wide with supporting the coordination of services and resources to English Learners. The ELL Coordinator will also ensure that the principals will have support that will free up time to focus on instructional leadership, thus facilitating their effectiveness. Research indicates that effective principals have a significant impact on student achievement (Branch, Gregory F., Hanushek, Eric A., and Rivkin, Steven G. (2013) "School Leaders Matter", available at http://educationnext.org/school-leaders-matter/.)

5. Continue Tier 2 Response to Intervention opportunities for 3rd-8th grade students in English language arts and mathematics at all sites. A mutli-tiered system of academic supports is necessary for addressing the diverse academic needs of struggling students (rti4success.org: http://www.cde.ca.gov/ci/cr/ri/rtiihome.asp).

6. Implement the Illuminate System. This tool will enable teachers and administrators to measure and track academic progress toward grade level standards in grades 3-8. These resources can be used to inform targeted classroom instruction, Student Study Team recommendations, and referrals for Tier 2 interventions.

7. Continue English language arts/intervention class at Rolling Hills Middle School. A mutli-tiered system of academic supports is necessary for addressing the diverse academic needs of struggling students (rti4success.org: http://www.cde.ca.gov/ci/cr/ri/rtiihome.asp). This resource is principally directed to serve the needs of all unduplicated count students.

8. Continue to fund ELPAC assessors and translators to serve the diverse academic needs of struggling students.

9. Continue to fund ELL summer school program to serve the diverse academic needs of English Language Learners.

10. Continue site allocation funding to each site based on unduplicated student count to provide before/during/afterschool intervention, teacher collaboration time, promote positive behavior through restorative practices, behavior management supports and supplemental materials directed toward increasing student performance. Principals, with input from their school site/staff and based on a review of data, principally direct these funds to increase support to unduplicated count students and students with the highest needs.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$$1,113,780	3.57%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The district is using supplemental funds in a district-wide manner for the following purposes and reasons.

1. Continue increased (1.0 FTE) Assistant Principal staffing. Commencing with the 2018-2019 school year, this will result in a full time assistant principal staffed at Camerado Springs Middle School and a 0.5 FTE Teacher on Special Assignment ("TOSA") to assist Principal staffed at Blue Oak Elementary. Both sites are impacted by a significantly higher proportion (approx. 10%) of unduplicated pupils than is present at other sites in the District, which are not Title I grant recipients, and thus this resource is principally directed to serve the needs of unduplicated students.

At a time when both sites are transitioning to new standards, assessments, instructional materials and technology as part of the District's goals to support student achievement, principals need to be dedicating more of their time as instructional leaders focusing on the needs of all students, including those most at risk. Given the need to implement and sustain so much change, supporting principals and teachers with additional assistant principal support is essential in order to realize District goals. Teachers from both

sites indicated that this resource should be a high priority. Research indicates that effective principals have a significant impact on student achievement (Branch, Gregory F., Hanushek, Eric A., and Rivkin, Steven G. (2013) "School Leaders Matter", available at http://educationnext.org/school-leaders-matter/.)

2. Continue increased (1.0) District-wide counseling. Counselors play a key role in fostering academic achievement as well as supporting a positive school climate and culture, including the reduction of discipline problems (as cited by the California Department of Education at http://www.cde.ca.gov/ls/cg/rh/counseffective.asp and the California Association of School Counselors at http://www.schoolcounselor-ca.org/files/Advocacy/Research%20on%20School%20Counseling%20Effectiveness.pdf). This will address the District's goals of maximizing student achievement and addressing the needs of the whole child. This increase in services are principally directed toward unduplicated students as it will allow the establishment of a 1.0 certificated counselor on the Blue Oak campus and will support the counseling program, around the school District ,in a manner that ensures a more coherent service delivery model at all sites including our highest proportion unduplicated count sites, Camerado Springs Middle and Buckeye Elementary Schools.

3. Continue staffing 1.0 FTE Literacy Coach at Blue Oak Elementary. This position supports professional development opportunities for teachers that occur over an extended period of time and are focused on the development of student literacy skills. Coaching is a more effective model (as cited by the Annenberg Institute for School Reform: Professional Development Strategies that Improve Instruction at http://annenberginstitute.org/pdf/InstructionalCoaching.pdf) of professional development than traditional professional development models (e.g. workshop). This serves the District's goal of maximizing student achievement and is principally directed to Blue Oak Elementary where a relatively high percentage of the District's elementary age unduplicated count students attend. Blue Oak teachers and the principal have requested the Literacy Coach position continue.

4. Maintain .5 funding of District-wide ELL Coordinator. This resource is principally directed to serve the needs of all unduplicated count student District-wide. The position will serve the needs of all English Learners district-wide with supporting the coordination of services and resources to English Learners. The ELL Coordinator will also ensure that the principals will have support that will free up time to focus on instructional leadership, thus facilitating their effectiveness. Research indicates that effective principals have a significant impact on student achievement (Branch, Gregory F., Hanushek, Eric A., and Rivkin, Steven G. (2013) "School Leaders Matter", available at http://educationnext.org/school-leaders-matter/.)

5. Continue Tier 2 Response to Intervention opportunities for 3rd-8th grade students in English language arts and mathematics at all sites. A mutli-tiered system of academic supports is necessary for addressing the diverse academic needs of struggling students (rti4success.org: http://www.cde.ca.gov/ci/cr/ri/rtiihome.asp).

6. Continue use of Measures of Academic Progress interim assessment system and Multiple Measures Assessment Reporting System. These tools will enable teachers and administrators to measure and track academic progress toward grade level standards in

grades 3-8. These resources can be used to inform targeted classroom instruction, Student Study Team recommendations, and referrals for Tier 2 interventions.

7. Continue English language arts/intervention class at Rolling Hills Middle School. A mutli-tiered system of academic supports is necessary for addressing the diverse academic needs of struggling students (rti4success.org: http://www.cde.ca.gov/ci/cr/ri/rtiihome.asp). This resource is principally directed to serve the needs of all unduplicated count students.

8. Continue to fund certificated intervention teachers and classified support staff at each school site, including ELPAC assessors and translators to serve the diverse academic needs of struggling students.

9. Continue to fund ELL summer school program to serve the diverse academic needs of English Language Learners.

10. Continue site allocation funding to each site based on unduplicated student count to provide before/during/afterschool intervention, teacher collaboration time, promote positive behavior through restorative practices, behavior management supports and supplemental materials directed toward increasing student performance. Principals, with input from their school site/staff and based on a review of data, principally direct these funds to increase support to unduplicated count students and students with the highest needs.

Buckeye Union School District has calculated the proportional increase in funding for increased or improved services to low income pupils, foster youth and English learners to be 3.57% in the 2018-2019 LCAP year. This percentage is equivalent to the dollar amount identified in Section 3A ($1,113,780).

The District identifies the following actions and services as representing targeted increases in or improvements to services for unduplicated students as satisfying the proportion improvement requirement of this section, including actions and services provide on a school-wide basis and district-wide basis, as examples of legitimate proportional expenditures that are beneficial to all students

- Matched expenditure levels from previous year's Economic Impact Aid-Limited English Proficient funds, which have been and continue to be targeted at direct services for English Learners.
- 1.0 FTE Literacy instructional coach used for improving instructional practices in core content areas (e.g., ELA and ELD) and providing direct services to students.
- 1.0 FTE increased counselor services for improving school attendance rates, school discipline rates, conflict management and resolution programs, individual and small group counseling and academic achievement.
- 0.5 FTE increased Teacher on Special Assignment (TOSA) services at Blue Oak Elementary for improving school attendance rates, school discipline rates, conflict management, academic achievement, parent involvement, et cetera. Blue Oak

Elementary currently has the highest percentage of students in the District generating this funding at the elementary school level.
- 0.5 FTE increased Vice Principal services at Camerado Springs Middle school for improving school attendance rates, school discipline rates, conflict management, academic achievement, parent involvement, et cetera. Camerado Springs Middle School currently has the highest percentage of students in the District generating this funding at the middle school level.
- Improve instructional materials and training used for improving reading achievement for unduplicated student sub-groups.
- 0.5 FTE increase in District-wide ELL Coordinator services targeted to improve and/or increase direct services to English Learners.
- Provide English language arts/intervention class at Rolling Hills Middle School targeted to improve and/or increase direct services using mutli-tiered system of academic supports to address the diverse academic needs of struggling students in smaller class sizes to students identified as generating this funding.
- New Student Information Management and Assessment Systems for Student Achievement Data
- Fund professional development programs for improving instructional practices in core content areas for unduplicated student sub-groups and a sustainability plan for professional development done in the 2018-2019 school year.
- Maintain ELL summer School program.
- Maintain outreach efforts to healthy families and Cal-Fresh programs.
- Maintain parent-education programs, including Love and Logic program and Rosetta Stone.
- ELPAC assessments, translation services, personnel support, and materials.
- All release time and planning expenses related to strategic planning release days, in-service days, and/or professional development days, which are used to target instructional improvements for all underachieving students.

Qualitative increases and/or improvements in services for unduplicated students during the 18-19 school year include the following:

All Students:

- Developing system capacity to implement new standards and instructional practices to support them.
- Improving data management and staff capacity to effectively utilize formative assessment data to inform instruction and student achievement.
- Improving school climate through the use of various programs at targeted grade levels and/or sites.
- Improving home-to-school communication

English Learners:

- Incorporating culturally responsive instruction by building on background knowledge and experiences to promote the development of academic English, positive self-image in students, and respect for different cultures and languages.
- Providing a professional culture of learning for all teachers and administrators in how to create high challenge/high support learning environments for students.
- Improving formative assessment practices to accurately identify language and learning needs.
- Providing access to instructional materials and interventions, as appropriate.

- Improving identification of reclassification eligibility and improving monitoring and support of reclassified students.

Low-income students:

- Providing access to consistently delivered instruction and practices designed to provide continuity and academic support.
- Evaluating and supporting behavioral and social-emotional needs.
- Providing access and parent education about healthy families programs, Cal-Fresh, and free and/or reduced transportation services to support students.

Foster Youth:

- Providing a safety net through strong collaboration with community agencies and districts improving opportunities for students to engage in school activities and programs that create a stable foundation for foster youth.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,027,691	3.26%%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The district is using supplemental funds in a district-wide manner for the following purposes and reasons.

1. Continue increased (1.0 FTE) Assistant Principal staffing. Commencing with the 2017-2018 school year, this will result in a full time assistant principal staffed at Camerado Springs Middle School and a 0.5 FTE Assistant Principal staffed at Blue Oak Elementary. Both sites are impacted by a significantly higher proportion (approx. 10%) of unduplicated pupils than is present at other sites in the District, which are not Title I grant recipients, and thus this resource is principally directed to serve the needs of unduplicated students.

At a time when both sites are transitioning to new standards, assessments, instructional materials and technology as part of the District's goals to support student achievement, principals need to be dedicating more of their time as instructional leaders focusing on the needs of all students, including those most at risk. Given the need to implement and sustain so much change, supporting principals and teachers with additional assistant principal support is essential in order to realize District goals. Teachers from both sites indicated that this resource should be a high priority. Research indicates that effective principals have a significant impact on student achievement (Branch, Gregory F., Hanushek, Eric A., and Rivkin, Steven G. (2013) "School Leaders Matter", available at http://educationnext.org/school-leaders-matter/.)

2. Continue increased (1.0) District-wide counseling. Counselors play a key role in fostering academic achievement as well as supporting a positive school climate and culture, including the reduction of discipline problems (as cited by the California Department of Education at http://www.cde.ca.gov/ls/cg/rh/counseffective.asp and the California Association of School Counselors at http://www.schoolcounselor-ca.org/files/Advocacy/Research%20on%20School%20Counseling%20Effectiveness.pdf). This will address the District's goals of maximizing student achievement and addressing the needs of the whole child. This increase in services are principally directed toward unduplicated students as it will allow the establishment of a 1.0 certificated counselor on the Blue Oak campus and will support the counseling program, around the school District ,in a manner that ensures a more coherent service delivery model at all sites including our highest proportion unduplicated count sites, Camerado Springs Middle and Buckeye Elementary Schools.

3. Continue staffing 1.0 FTE Literacy Coach at Blue Oak Elementary. This position supports professional development opportunities for teachers that occur over an extended period of time and are focused on the development of student literacy skills. Coaching is a more effective model (as cited by the Annenberg Institute for School Reform: Professional Development Strategies that Improve Instruction at http://annenberginstitute.org/pdf/InstructionalCoaching.pdf) of professional development than traditional professional development models (e.g. workshop). This serves the District's goal of maximizing student achievement and is principally directed to Blue Oak Elementary where a relatively high percentage of the District's elementary age unduplicated count students attend. Blue Oak teachers and the principal have requested the Literacy Coach position continue.

4. Increase .5 funding of TOSA to Principal support at Oak Meadow Elementary to a 1.0 FTE District-wide ELL Coordinator and Assistant to Principal at Oak Meadow. This resource is principally directed to serve the needs of all unduplicated count student District-wide. The position is located at Oak Meadow as Oak Meadow is the site in the District with the highest number of English

Learners. The TOSA will serve the needs of all English Learners district-wide and will assist the principal at Oak Meadow with supporting the coordination of services and resources to English Learners. The TOSA will also ensure that the principal will have support that will free up time to focus on instructional leadership, thus facilitating their effectiveness. Research indicates that effective principals have a significant impact on student achievement (Branch, Gregory F., Hanushek, Eric A., and Rivkin, Steven G. (2013) "School Leaders Matter", available at http://educationnext.org/school-leaders-matter/.)

5. Continue Tier 2 Response to Intervention opportunities for 3rd-8th grade students in English language arts and mathematics at all sites. A mutli-tiered system of academic supports is necessary for addressing the diverse academic needs of struggling students (rti4success.org: http://www.cde.ca.gov/ci/cr/ri/rtiihome.asp).

6. Continue use of Measures of Academic Progress interim assessment system and Multiple Measures Assessment Reporting System. These tools will enable teachers and administrators to measure and track academic progress toward grade level standards in grades 3-8. These resources can be used to inform targeted classroom instruction, Student Study Team recommendations, and referrals for Tier 2 interventions.

7. Continue six additional periods in core subject matters at Camerado Springs Middle School as part of the District's goals to support student achievement by maintaining class sizes to serve the diverse academic needs of struggling students. According to the experts in the field of education class size makes a difference and improves academic results. National Education Policy Center Policy Brief summarizes the academic literature on impact of class size and finds that class size is an important determinant of a variety of student outcomes, ranging from test scores to broader life outcomes. The most important aspect of smaller class sizes, states, D. Schanzenbach (2014), is smaller class sizes are particularly effective at raising achievement levels of low-income and minority children. The students that are in the smaller classes have shown increases in achievement because of these small groups and focused instruction opportunities.

8. Continue English language arts/intervention class at Rolling Hills Middle School. A mutli-tiered system of academic supports is necessary for addressing the diverse academic needs of struggling students (rti4success.org: http://www.cde.ca.gov/ci/cr/ri/rtiihome.asp). This resource is principally directed to serve the needs of all unduplicated count students.

9. Continue to fund certificated intervention teachers and classified support staff at each school site, including CELDT assessors and translators to serve the diverse academic needs of struggling students.

10. Continue to fund ELL summer school program to serve the diverse academic needs of English Language Learners.

11. Continue site allocation funding to each site based on unduplicated student count to provide before/during/afterschool intervention, teacher collaboration time, promote positive behavior through restorative practices, behavior management supports and

supplemental materials directed toward increasing student performance. Principals, with input from their school site/staff and based on a review of data, principally direct these funds to increase support to unduplicated count students and students with the highest needs.

Buckeye Union School District has calculated the proportional increase in funding for increased or improved services to low income pupils, foster youth and English learners to be 3.26% in the 2017-2018 LCAP year. This percentage is equivalent to the dollar amount identified in Section 3A ($1,027,976).

The District identifies the following actions and services as representing targeted increases in or improvements to services for unduplicated students as satisfying the proportion improvement requirement of this section, including actions and services provide on a school-wide basis and district-wide basis, as examples of legitimate proportional expenditures that are beneficial to all students

- Matched expenditure levels from previous year's Economic Impact Aid-Limited English Proficient funds, which have been and continue to be targeted at direct services for English Learners.
- 1.0 FTE Literacy instructional coach used for improving instructional practices in core content areas (e.g., ELA and ELD) and providing direct services to students.
- 1.0 FTE increased counselor services for improving school attendance rates, school discipline rates, conflict management and resolution programs, individual and small group counseling and academic achievement.
- 0.5 FTE increased Vice Principal services at Blue Oak Elementary for improving school attendance rates, school discipline rates, conflict management, academic achievement, parent involvement, et cetera. Blue Oak Elementary currently has the highest percentage of students in the District generating this funding at the elementary school level.
- 0.5 FTE increased Vice Principal services at Camerado Springs Middle school for improving school attendance rates, school discipline rates, conflict management, academic achievement, parent involvement, et cetera. Camerado Springs Middle School currently has the highest percentage of students in the District generating this funding at the middle school level.
- Improve instructional materials and training used for improving reading achievement for unduplicated student sub-groups.
- 0.5 FTE increase in District-wide ELL Coordinator services (i.e., TOSA) targeted to improve and/or increase direct services to English Learners. Oak Meadow Elementary currently has the highest percent of ELL students in the District and as such the position is housed on this school site, but serves students district-wide.
- Increase 6 core classes at Camerado Springs Middle School targeted to improve and/or increase direct services in smaller class sizes to students identified as generating this funding.
- Provide English language arts/intervention class at Rolling Hills Middle School targeted to improve and/or increase direct services using mutli-tiered system of academic supports to address the diverse academic needs of struggling students in smaller class sizes to students identified as generating this funding.
- New Student Information Management and Assessment Systems for Student Achievement Data
- Fund professional development programs for improving instructional practices in core content areas for unduplicated student sub-groups and a sustainability plan for professional development done in the 2017-2018 school year.

- Maintain ELL summer School program.
- Maintain outreach efforts to healthy families and Cal-Fresh programs.
- Maintain parent-education programs, including Love and Logic program and Rosetta Stone.
- CELDT assessments, translation services, personnel support, and materials.
- All release time and planning expenses related to strategic planning release days, in-service days, and/or professional development days, which are used to target instructional improvements for all underachieving students.

Qualitative increases and/or improvements in services for unduplicated students during the 17-18 school year include the following:

All Students:

- Developing system capacity to implement new standards and instructional practices to support them.
- Improving data management and staff capacity to effectively utilize formative assessment data to inform instruction and student achievement.
- Improving school climate through the use of various programs at targeted grade levels and/or sites.
- Improving home-to-school communication

English Learners:

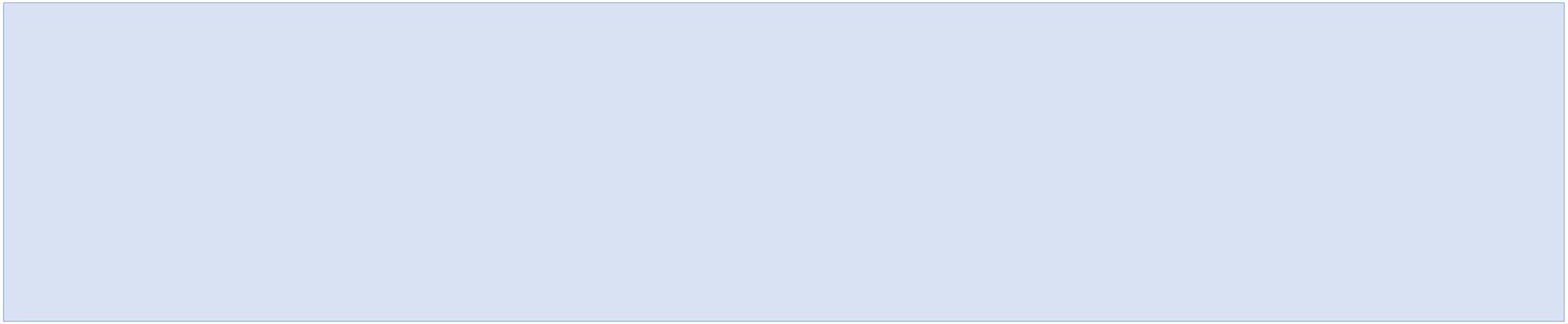
- Incorporating culturally responsive instruction by building on background knowledge and experiences to promote the development of academic English, positive self-image in students, and respect for different cultures and languages.
- Providing a professional culture of learning for all teachers and administrators in how to create high challenge/high support learning environments for students.
- Improving formative assessment practices to accurately identify language and learning needs.
- Providing access to instructional materials and interventions, as appropriate.
- Improving identification of reclassification eligibility and improving monitoring and support of reclassified students.

Low-income students:

- Providing access to consistently delivered instruction and practices designed to provide continuity and academic support.
- Evaluating and supporting behavioral and social-emotional needs.
- Providing access and parent education about healthy families programs, Cal-Fresh, and free and/or reduced transportation services to support students.

Foster Youth:

- Providing a safety net through strong collaboration with community agencies and districts improving opportunities for students to engage in school activities and programs that create a stable foundation for foster youth.



Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:
  (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    (A) enrolled less than 31 days
    (B) enrolled at least 31 days but did not attend at least one day
    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      (i) are enrolled in a Non-Public School
      (ii) receive instruction through a home or hospital instructional setting
      (iii) are attending a community college full-time.
  (2) The number of students who meet the enrollment requirements.
  (3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:
  (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  (2) The total number of cohort members.
  (3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:
  (1) For a 4-Year Cohort Graduation Rate:
    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    (B) The total number of students in the cohort.
    (C) Divide (1) by (2).
  (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      (i) a regular high school diploma
      (ii) a High School Equivalency Certificate
      (iii) an adult education diploma
      (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    (B) The number of students in the DASS graduation cohort.
    (C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	41,416,396.20	39,748,335.37	37,517,084.00	41,416,396.20	40,489,060.65	119,422,540.85
Base	35,994,818.36	34,449,781.87	33,179,351.00	35,994,818.36	36,398,271.61	105,572,440.97
Other	4,035,192.01	4,053,064.65	3,133,227.00	4,035,192.01	2,840,423.75	10,008,842.76
Supplemental	1,386,385.83	1,245,488.85	1,204,506.00	1,386,385.83	1,250,365.29	3,841,257.12

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	41,416,396.20	39,748,335.37	37,517,084.00	41,416,396.20	40,489,060.65	119,422,540.85
0001-0999: Unrestricted: Locally Defined	0.00	14,786,446.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	18,898,398.44	3,506,542.57	16,808,307.00	18,898,398.44	18,221,490.68	53,928,196.12
2000-2999: Classified Personnel Salaries	5,484,329.30	6,613,013.84	5,850,811.00	5,484,329.30	6,901,894.01	18,237,034.31
3000-3999: Employee Benefits	9,457,393.98	8,570,806.78	9,853,887.00	9,457,393.98	10,644,292.58	29,955,573.56
4000-4999: Books And Supplies	3,794,430.97	2,929,433.14	2,099,628.00	3,794,430.97	2,035,869.00	7,929,927.97
5000-5999: Services And Other Operating Expenditures	3,169,729.00	2,833,639.26	2,384,357.00	3,169,729.00	2,556,275.75	8,110,361.75
5800: Professional/Consulting Services And Operating Expenditures	24,569.00	46,114.87	23,256.00	24,569.00	129,238.63	177,063.63
7000-7439: Other Outgo	587,545.51	462,338.91	496,838.00	587,545.51	0.00	1,084,383.51

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	41,416,396.20	39,748,335.37	37,517,084.00	41,416,396.20	40,489,060.65	119,422,540.85
0001-0999: Unrestricted: Locally Defined	Base	0.00	14,786,446.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	17,464,375.25	2,235,346.24	15,610,303.00	17,464,375.25	16,942,938.64	50,017,616.89
1000-1999: Certificated Personnel Salaries	Other	206,294.88	201,518.77	188,892.00	206,294.88	211,452.00	606,638.88
1000-1999: Certificated Personnel Salaries	Supplemental	1,227,728.31	1,069,677.56	1,009,112.00	1,227,728.31	1,067,100.04	3,303,940.35
2000-2999: Classified Personnel Salaries	Base	5,478,866.30	6,240,594.45	5,846,145.00	5,478,866.30	6,896,251.52	18,221,262.82
2000-2999: Classified Personnel Salaries	Other	0.00	366,723.18	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	5,463.00	5,696.21	4,666.00	5,463.00	5,642.49	15,771.49
3000-3999: Employee Benefits	Base	9,249,042.84	8,238,530.47	9,615,112.00	9,249,042.84	10,450,966.82	29,315,121.66
3000-3999: Employee Benefits	Other	71,622.62	188,844.53	63,140.00	71,622.62	72,696.00	207,458.62
3000-3999: Employee Benefits	Supplemental	136,728.52	143,431.78	175,635.00	136,728.52	120,629.76	432,993.28
4000-4999: Books And Supplies	Base	3,793,728.97	2,927,965.54	2,099,086.00	3,793,728.97	2,033,760.63	7,926,575.60
4000-4999: Books And Supplies	Supplemental	702.00	1,467.60	542.00	702.00	2,108.37	3,352.37
5000-5999: Services And Other Operating Expenditures	Other	3,169,729.00	2,833,639.26	2,384,357.00	3,169,729.00	2,556,275.75	8,110,361.75
5800: Professional/Consulting Services And Operating Expenditures	Base	8,805.00	20,899.17	8,705.00	8,805.00	74,354.00	91,864.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	15,764.00	25,215.70	14,551.00	15,764.00	54,884.63	85,199.63
7000-7439: Other Outgo	Other	587,545.51	462,338.91	496,838.00	587,545.51	0.00	1,084,383.51

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	37,132,900.61	34,847,509.61	33,534,440.00	37,132,900.61	36,273,794.14	106,941,134.75
Goal 2	4,282,145.59	4,898,475.76	3,981,524.00	4,282,145.59	4,213,916.51	12,477,586.10
Goal 3	1,350.00	2,350.00	1,120.00	1,350.00	1,350.00	3,820.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					

BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #: VIII.2. **PUBLIC HEARING: Local Control and Accountability Plan (LCAP) for Charter Montessori, Valley View Campus**

SITUATION:
In coordination with the State of California's historic changes to public education funding through the Local Control Funding Formula (LCFF), districts are responsible to update, annually, a three-year plan entitled the Local Control Accountability Plan (LCAP) that is aligned with the State's eight priorities for public schools.

The District is required to develop an LCAP for dependent charter and non-charter sites.

This year, the District continued to engage a broad range of stakeholders to review current and subsequent year needs, goals, activities, and measures of progress. There is widespread support for maintaining the current overarching goals: 1) Student achievement: Maximize the performance of each student in all academic areas; 2) Promote the development of the "whole" person, and 3) Strengthen community relations and communications.

In the coming year, the overwhelming proportion of new and ongoing revenue will provide for the current educational program (e.g., teachers, administration, support staff, programs) to move forward.

PLAN:
The regulations require that districts engage their communities in identifying goals and activities that address each of the State's eight priorities. In turn, these goals and priorities are to be supported by the funding for public education provided by the State of California through the LCFF. Over the past year, the District has been meeting with representative parents and teachers regarding its plans for the LCAP, and we are now providing all members of our communities a draft document that outlines the goals, activities, and funding sources for addressing each of the State's eight priorities.

The proposed LCAP update for Charter Montessori, Valley View Campus is available on the District website, and the community is encouraged to provide written comment. We welcome the community to review the documents and submit comments at buckeyeusd.org. Comments must be submitted by June 12, 2019.

SUPERINTENDENT'S RECOMMENDATION:
The Superintendent is providing the proposed Charter Montessori, Valley View Campus LCAP update to the community in a public hearing on June 12, 2019. The updated LCAP will be brought before the Board for adoption on June 25, 2019.

BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #: IX.2.

ACTION: Approval of Resolution No.19-13 to Approve the Renewal Charter Petition for the Charter Montessori– Valley View Campus Charter School

SITUATION:
On or about March 26, 2019, the Buckeye Union School District received the Renewal Charter Petition of the Valley View Charter Montessori School. (Charter Petition expiration date: June 30, 2019) The district has met with the VVCM administration and conducted a comprehensive review of the renewal charter petition. The Governing Board held a public hearing in accordance with Education Code §47605(b) and 47607(a)(2) to consider the level of support for the renewal charter petition of the VVCM school on April 3, 2019. The staff's analysis will be presented for Board Action on June 12, 2019.

PLAN:
To have the Board approve Resolution No. 19-13 Approving the Renewal Charter Petition of the Charter Montessori – Valley View Campus Charter School.

FISCAL IMPACT:
None. However, it should be noted that VVCM has more than doubled in enrollment, which brings in additional revenue that allows for economies of scale to be realized throughout the District.

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

SUPERINTENDENT'S RECOMMENDATION:
The Superintendent recommends that the Board approve the Petition to Renew the Charter Montessori – Valley View Campus Charter School for a term of five (5) years.

BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #:VIII.3.

ACTION: PUBLIC HEARING: Local Control and Accountability Plan (LCAP) for Buckeye Union Mandarin Immersion Charter School

SITUATION:
In coordination with the State of California's changes to public education funding through the Local Control Funding Formula (LCFF), districts are responsible to update, annually, a three-year plan entitled the Local Control Accountability Plan (LCAP) that is aligned with the State's eight priorities for public schools.

The second year of planned operation for the Buckeye Union Mandarin Immersion Charter School is 2019-2020. In planning the Charter, the District engaged a broad range of stakeholders to review the proposed program, goals, activities, and measures of progress. There is widespread support for the program and the goals related to: 1) Student achievement: Maximize the performance of each student in all academic areas; 2) Promote the development of the "whole" person; and 3) Strengthen community relations and communications.

In the coming year, the overwhelming proportion of new and ongoing revenue will provide for the implementation of the educational program (e.g. teachers, administration, support staff, programs).

PLAN:
The regulations require that districts engage their communities in identifying goals and activities that address each of the State's eight priorities. In turn, these goals and priorities are to be supported by the funding for public education provided by the State of California through the LCFF. Over the past year, the District has been meeting with representative parents and teachers regarding the development and implementation of the Charter and in the course of these discussions covered the topics of interest in the LCAP. We are now providing all members of our communities a draft document that outlines the goals, activities, and funding sources for addressing each of the State's eight priorities in this Charter.

The proposed LCAP for the Buckeye Union Mandarin Immersion Charter School is available on the District website and the community is encouraged to provide written comment. We welcome the community to review the documents and submit comments at buckeyeusd.org. Comments must be submitted by June 12, 2019.

SUPERINTENDENT'S RECOMMENDATION:
The Superintendent is providing the proposed Mandarin Immersion Charter LCAP to the community in a public hearing on June 12, 2019. The LCAP will be brought before the Board for adoption on June 25, 2019.

BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #: VIII.4. **ACTION: Public Hearing: 2019/2020 Proposed Budget**

SITUATION:

Estimates of the District's financial operation must be approved prior to spending money beginning July 1st. (Education Code §42127) If a budget is not adopted and submitted to the County Office of Education, no expenditures can be made or payroll processed. The public hearing is held prior to the adoption of the budget to give interested persons an opportunity to address the Board concerning the budget.

The District's proposed budget has been built using the best information available at this time. The State revenues are based on the Governor's May 2019 revised proposed budget.

Revenue and expenditure assumptions are detailed in the draft budget document and presentation, a copy of which can be located on the District website and is available for inspection at the District Office.

PLAN:

The plan is for the Board to hold a public hearing on the draft budget for the 2019/2020 school year and at its June 25, 2019 meeting adopt a balanced budget for the 2019/2020 fiscal year, to commit to maintaining a balanced budget and to preserve a fully funded reserve in 2020/2021 and 2021/2022.

The multi-year projection included with the draft budget serves to assist the District in making the determination that it is able to meet the financial obligations for the current fiscal year and the next two fiscal years. The multi-year budget projections show that the District will be able to maintain the minimum economic reserve of 3% for the 2019/2020, 2020/2021 and 2021/2022 budget years.

FISCAL IMPACT:

General Fund expenditure appropriations of approximately $46,397,077

SUPERINTENDENT'S RECOMMENDATION:

None. This is a public hearing only.

BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #: IX.1.

ACTION ITEM: Consideration of Material Revision to the Cottonwood School Charter Petition

SITUATION:

The Cottonwood School is operated by Inspire Charter Schools and is authorized by Buckeye Union School District as an independent charter school established in July 2017 to serve students in TK through12th grade for a term of five (5) years commencing on July 1, 2017, and ending on June 30, 2023. On or about May 1, 2018, due to facility constraints, the Cottonwood Charter School notified the Buckeye Union School District of its intent to delay the first planned year of operation to the 2019-2020 school year.

On May 1, 2019, the Buckeye Union School District Governing Board received a request for a Material Revision to essentially authorize the Cottonwood School to (a) increase its projected enrollment for the First Year Planned Operation from 120 students - with a total 5 year capacity projected to be 475 to 1200 students with a projected 5 year capacity of 2027; and (b) to clarify that a Personalized Education Program may include delivery of online, textbook and custom designed pathways in addition to offering Montessori and non-Montessori course offerings, with PE being optional.

In addition, pursuant to Education Code Section 47607(a)(2) Cottonwood School also revised its current Charter Petition to bring its Petition current with any law applicable to charter schools that has been passed since Cottonwood School's last approval from the District.

PLAN:

To have the Board approve the request of the Cottonwood School to School to (a) increase its projected enrollment for the First Year Planned Operation from 120 students - with a total 5 year capacity projected to be 475 to 1200 students with a projected 5 year capacity of 2027; and (b) to clarify that a Personalized Education Program may include delivery of online, textbook and custom designed pathways in addition to offering Montessori and non-Montessori course offerings, with PE being optional and all other changes made to bring the amended Petition current with any new requirement enacted into law after the charter was originally granted as set forth in the Resolution.

FISCAL IMPACT:

None as the TK-8th-grade program is only approved as a homeschool, independent or online program and not a seat based program.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board approve the request of Cottonwood School to approve the Material Revision to the Petition as presented.

BEFORE THE
GOVERNING BOARD
OF THE
BUCKEYE UNION SCHOOL DISTRICT

RESOLUTION TO APPROVE THE MATERIAL REVISION OF THE COTTONWOOD SCHOOL CHARTER PETITION FOR THE OPERATION OF THE COTTONWOOD SCHOOL

RESOLUTION NO. 19-12

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

WHEREAS, the Cottonwood School is operated by Inspire Charter Schools authorized by Buckeye Union School District as an independent charter school established in July 2017 to serve students in TK through12th grade for a term of five (5) years commencing on July 1, 2017, and ending on June 30, 2023; and

WHEREAS, on or about May 1, 2018, due to facility constraints, the Cottonwood Charter School notified the Buckeye Union School District of its intent to delay the first planned year of operation to the 2019-2020 school year; and

WHEREAS, on or about May 1, 2019, the Buckeye Union School District Governing Board received a request for a Material Revision to essentially authorize the Cottonwood School to (a) increase its projected enrollment for the First Year Planned Operation from 120 students - with a total 5 year capacity projected to be 475 to 1200 students with a projected 5 year capacity of 2027; and (b) to clarify that a Personalized Education Program may include delivery of online, textbook and custom designed pathways in addition to offering Montessori and non-Montessori course offerings, with PE being optional (See, Exhibit A)

WHEREAS, Education Code Section 47607(a)(2) requires Cottonwood School to also revise its current Charter Petition to bring its Petition current with any law applicable to charter schools that has been passed since Cottonwood's last approval (See, Exhibit B); and

WHEREAS, on or about May 15, 2019, the Governing Board convened a public hearing to comply with the provisions of Education Code Section 47605(b) and afforded to every interested person an opportunity to address the merits of the proposed Material Revision to the Cottonwood Charter School Petition either in writing or orally; and

WHEREAS, the Governing Board has considered the level of support for the Material Revision and has reviewed all material received regarding the request for the Material Revision; and

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

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

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

Section 2. That the Governing Board of the Buckeye Union School District finds that sufficient grounds exist to permit Cottonwood to (a) increase its projected enrollment for the First Year Planned Operation from 120 students - with a total 5 year capacity projected to be 475 to 1200 students with a projected 5 year capacity of 2027; and (b) to clarify that a Personalized Education Program may include delivery of online, textbook and custom designed pathways in addition to offering Montessori and non-Montessori course offerings, with PE being optional. However, the TK-8th grade program is only approved as a homeschool, independent or online program and not a seat based program.

Section 3. That the Governing Board further finds that:

(a) Approving the amended Petition is consistent with sound educational practice; and

(b) The amended Petition presents a reasonably comprehensive description of an educational program that is likely to provide educational benefit to its students; and

(c) The Petitioners are demonstrably likely to successfully implement their program; and

(d) The amended Petition includes all of the required affirmations; and

(e) The amended Petition includes reasonably comprehensive description of the sixteen elements contained in Education Code Section 47605(b)(5); and

(f) The amended Petition declares that Cottonwood School will be the exclusive public school employer.

Section 4. Based on the Findings of Fact stated in Section 2 and Section 3 above, that the Governing Board of the Buckeye Union School District approves the Material Revision to the Cottonwood School to allow the school to increase its enrollment and program offerings as discussed herein and to bring the amended Petition current with any new requirement enacted into law after the charter was originally granted as set forth in Exhibit B attached hereto and incorporated here as though fully set forth.

Section 5. That the original term of the charter will remain through June 30, 2023.

Section 6. The District Superintendent or the Superintendent's designee is further authorized to take any further actions necessary to carry out the intent of this Resolution.

Section 7. In the event any section or portion of this Resolution shall be determined invalid or unconstitutional, such section or portion shall be deemed severable and all other sections or portions hereof shall remain in full force and effect. The Board hereby declares that it would have passed this Resolution and each section, subsection, sentence, clause or phrase irrespective of the fact that any one or more sections, subsections, sentences, clauses or phrases be declared to be unconstitutional.

Passed and Adopted by roll call vote this June 12, 2019 by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

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

I, Gloria Silva, Clerk of the Governing Board of the Buckeye Union School District, do hereby certify that the foregoing resolution was regularly introduced, passed and adopted by the Governing Board at its meeting held on June 12, 2019.

_____
Gloria Silva
Clerk, Governing Board

ATTACHMENT "A"

BUCKEYE UNION SCHOOL DISTRICT

Staff Report Regarding

Renewal Charter Petition of the Montessori Charter – Valley View Campus Charter School

Presented:
Governing Board Meeting
June 12, 2019

TABLE OF CONTENTS

Page

I. INTRODUCTION/EXECUTIVE SUMMARY..... 3
A. Action Proposed
B. History

II. GOVERNANCE…….. 3
A. Academic Performance Criteria
B. Review Process for Renewal Petition; Grounds for Denial

III. RESULTS OF PETITION REVIEW (FINDINGS OF FACT)……. 5
A. Academic Performance Criteria Met by Charter School
B. Increases in Pupil Academic Achievement
1. School-wide Academic Achievement
2. Academic Achievement by Subgroup
C. District staff review of Renewal Petition

IV. BUDGET …… 9

V. GOALS, OBJECTIVES AND MEASURES …….. 9

VI. MAJOR INITIATIVES …….. 9

VII. RESULTS ……. 9

VIII. NEXT STEPS …… 9

I. Introduction And Executive Summary

A. *Action Proposed*

On or about March 26, 2019, the Buckeye Union School District received the Renewal Charter Petition of the Valley View Charter Montessori School. (Charter Petition expiration date: June 30, 2019), a dependent public charter school of the District, seeking renewal of its charter for a five-year period, from July 1, 2019 through June 30, 2024.

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

B. *History*

VVCM School (formerly known as the Blue Oak Charter School) was first approved in July, 2004. It quickly expanded from Kindergarten to K-3 in the subsequent 3 years. Concurrent to the inception of the Charter, the El Dorado County Office of Education established a Pre-k Montessori that was also housed on the Blue Oak Campus. In June 2009, a 5-year renewal of the K-3 Charter was approved. In May of 2012, the Board approved an addendum to the Charter and added a 4th grade. In May 2014, the Board approved the renewal Charter School petition for a term commencing on July 1, 2014 and ending on June 30, 2019 and expanding to 5th grade. In May 2017, the Board approved a material revision to the Charter School Petition and authorized the Montessori Charter School to serve pupils in TK through eighth (8th) grade commencing with the 2017-2018 school year; authorized a change in the school name from VVCM Blue Oak Campus, CDS code 09-61838-0107227 to VVCM Valley View Campus, CDS Code 09-61838-0107227; and authorized a change in location of VVCM School from the Blue Oak Campus at 2391 Merrychase Dr., Cameron Park, California to the Valley View Campus at 1665 Blackstone Parkway, El Dorado Hills, California.

II. Driving Governance

A. *Academic Performance Criteria*

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

1. That the Charter School has attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school-wide and for all groups of pupils served by the Charter School; or

2. That the Charter School ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years; or

3. That the Charter School ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years; or

4. That the District determines that the academic performance of the Charter School is at least equal to the academic performance of the public schools that the Charter School pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the Charter School is located, taking into account the composition of the pupil population that is served at the Charter School; or

5. Qualified for an alternative accountability system pursuant to Education Code Section 52052.

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

B. <u>Review Process for Renewal Petition; Grounds for Denial</u>

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

1) The charter school presents an unsound educational program for students during the term of its renewal charter; or

2) The charter school is demonstrably unlikely to successfully implement the program set forth in the renewal petition; or

3) The renewal petition does not contain the necessary affirmations; or

4) The renewal petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the

employees of the charter school for purpose of Chapter 10.7 of Division 4 of Title 1 of the Government Code; or

5) Where changes to the charter school's operations are proposed, the renewal petition does not contain reasonably comprehensive descriptions of the 15 required elements set forth in the Charter Schools Act.

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

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

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

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

A. Academic Performance Criteria Met by Charter School

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

Specifically, the Renewal Petition indicates that the Charter School's academic performance "is at least equal to the academic performance of the public schools that the Charter School pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the Charter School is located, taking into account the composition of the pupil population that is served at the Charter School." (Education Code § 47607, subdivision (b)). (Renewal Petition, pp. 6-7.) The

Renewal Petition illustrates that the Charter School generally has academic achievement that equals or exceeds that of comparable District schools. (Renewal Petition, pp. 6-7).

California Assessment of Student Performance and Progress ("CAASPP") Scores, 2015-2018: VVCM Percentage of Students Meeting or Exceeding Standards:

Demographic	Assessment	2015	2016	2017	2018
School-wide	ELA	39%	58%	59%	68%
	Math	28%	57%	53%	58%
Hispanic/Latino	ELA	20%	30%	45%	53%
	Math	25%	34%	35%	42%
Filipino	ELA	*	*	*	82%
	Math	*	*	*	82%
Economically Disadvantaged	ELA	4%	38%	38%	57%
	Math	17%	45%	29%	39%
Students with Disabilities	ELA	8%	20%	29%	24%
	Math	16%	40%	29%	19%

CA Assessment of Student Performance and Progress ("CAASPP") English Language Arts Scores, 2015-2018: Comparison between VCCM, Buckeye Union School District, and the State of CA:

Demographic	2015	2016	2017	2018
VVCM	39%	58%	59%	68%
Buckeye	36%	42%	38%	71%
State of CA	44%	44%	45%	50%

CA Assessment of Student Performance and Progress ("CAASPP") Math Scores, 2015-2018: Comparison between VVCM, Buckeye Union School District, and the State of CA:

Demographic	2015	2016	2017	2018
VVCM	28%	57%	53%	58%
Buckeye	36%	42%	38%	65%
State of CA	44%	44%	45%	39%

California Assessment of Student Performance and Progress ("CAASPP") Scores, 2015-2018: Comparison Schools That VVCM Students Would Otherwise Attend:

Demographic	Assessment	2015	2016	2017	2018

VVCM	ELA	39%	58%	59%	68%
	Math	28%	57%	53%	58%
Blue Oak	ELA	46%	50%	50%	58%
	Math	39%	45%	42%	56%
Buckeye Elem	ELA	46%	46%	58%	57%
	Math	46%	50%	55%	56%
Camerado Springs	ELA	65%	55%	64%	59%
	Math	50%	46%	51%	51%
Oak Meadow	ELA	72%	77%	81%	84%
	Math	65%	72%	74%	78%
Rolling Hills	ELA	67%	73%	74%	79%
	Math	64%	70%	70%	72%
Silva Valley	ELA	65%	72%	77%	75%
	Math	67%	71%	75%	77%
William Brooks	ELA	74%	71%	78%	74%
	Math	71%	73%	79%	69%

B. Increases in Pupil Academic Achievement

As discussed above, the Board "shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal." Ed. Code § 47607(a)(3)(A). Review of the Charter School's academic achievement (TK-8th grade), both school-wide and by pupil subgroup shows that the results are generally favorable, with the Charter School generally outperforming comparable District schools the students would have otherwise attended. (Renewal Petition, pp. 6-7.) District Staff will continue to monitor the Charter School's performance closely over the course of the charter term, with an expectation of further increases in academic achievement school-wide and across all pupil subgroups.

1. Schoolwide Academic Achievement

The Renewal Petition includes data from the 2017-2018 CAASPP Smarter Balanced assessments ("SBAC"), indicating that school-wide, 68% of VVCM students met or exceeded standards for ELA and 58% met or exceeded standards for Math. (Renewal Petition, pp. 6-7).

The Charter School's school-wide achievement in 2017-2018, increased from the 2016-2017 assessment results. In 2016-2017, 59% of the Charter School's students meet or exceeded standards for ELA and 53% meet or exceeded standards for Math. Between 2014-2015 and 2017-2018, however, the overall percentage of the Charter School's students meeting or exceeding ELA standards increased by 29 percent, and the overall percentage of students meeting or exceeding Math standards increased by 30 percent. (Renewal Petition, pp. 6-7).

When compared to BUSD students, the Charter School's students attained lower overall levels of achievement in ELA (68% v the District's 71%) and lower overall levels of achievement in Math (58% v the District's 65%) in 2017-2018. However, the Renewal Petition and data table above indicate that the Charter School overall outperforms the District's comparable schools in ELA (68% meeting or exceeding standards, as compared to 58% at Buckeye Elementary; 57% at Blue Oak Elementary, and 59% at Camerado Middle School) and Math (58% meeting or exceeding standards, as compared to 51% at Camerado Springs Middle School). (Renewal Petition, pp. 6-7).

2. Academic Achievement by Subgroup

African American students were not a numerically significant subgroup, and their SBAC scores were not reported, in 2014-2015, 2015-2016, 2016-2017 and 2017-2018.

Hispanic or Latino students at VVCM saw significant increases in ELA performance and Math from 2014-2015 to 2017-2018, by 33% and 17%, respectively. For 2017-2018, The Charter School's students' ELA performance was 53%, which is slightly below that of the District which is at 58%. The Charter School's students' Math performance was 42%, which is below that of the District, which is at 54%.

Students with Disabilities saw increases in ELA and Math performance from 2014-2015 to 2017-2018 (16% and 3%, respectively).

Economically Disadvantaged students saw increases in ELA and Math performance from 2014-2015 to 2017-2018 (53% and 22%, respectively).

C. District Staff Review of Renewal Petition

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

Element 1:	Educational Program
Elements 2&3:	Measureable Student Outcomes and Methods of Measurement
Element 4:	Governance Structure
Element 5:	Employment Qualifications
Element 6:	Health and Safety
Element 7:	Racial and Ethnic Balance
Element 8:	Admissions Requirements
Element 9:	Financial Audit
Element 10:	Suspension and Expulsion

Element 11: Retirement Systems
Element 12: Public School Attendance Alternatives
Element 13: Employee Return Rights
Element 14: Dispute Resolution
Element 15: Closure Procedures

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

IV. Budget

VVCM's Fiscal Year 2018-2019 Second Interim Report and Multi-Year Projections show VVCM certifying itself as positive and being able to meet all financial obligations in the current and two out years. (Note: VVCM Budget is Rolled Up and Into the Buckeye Union School District Budget)

V. Goals, Objectives and Measures

Not Applicable.

VI. Major Initiatives

The Valley View Charter Montessori School commencing with the 2019-2020 school year will implement the International Baccalaureate Middle Years Program serving grades 6th-8th.

VII. Results

District Staff recommends that the Board approve the Renewal Petition of the Charter Montessori – Valley View Campus Charter School.

VIII. Next Steps

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

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

BEFORE THE
GOVERNING BOARD
OF THE
BUCKEYE UNION SCHOOL DISTRICT

RESOLUTION TO APPROVE THE PETITION TO RENEW THE CHARTER OF THE CHARTER MONTESSORI – VALLEY VIEW CAMPUS CHARTER SCHOOL
RESOLUTION NO. 19-13

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

WHEREAS, on or about March 26, 2019, the Petitioners for the Charter Montessori – Valley View Campus Charter School ("Petitioners") submitted to the Buckeye Union School District ("District") a charter renewal petition ("Petition"), for the Valley View Charter Montessori School (VVCM); and

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

WHEREAS, on April 3, 2019, the Governing Board of the Buckeye Union School District convened a public hearing to comply with the provisions of Education Code Section 47605(b) and afforded to every interested person an opportunity to address the merits of the CMP Charter Petition either in writing or orally; and

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

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

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

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

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

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

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

Section 4. That the Governing Board of the Buckeye Union School District approves the VVCM Petition for a term of 5 years commencing on July 1, 2019, and ending on June 30, 2024,

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

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

Passed and Adopted by roll call vote this June 12, 2019 by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

_____
Brenda Hanson-Smith, President
President, Governing Board

I, Gloria Silva, Clerk of the Governing Board of the Buckeye Union School District, do hereby certify that the foregoing resolution was regularly introduced, passed and adopted by the Governing Board at its meeting held on June 12, 2019.

_____
Gloria Silva
Clerk, Governing Board

MEMORANDUM OF UNDERSTANDING

This MEMORANDUM OF UNDERSTANDING ("MOU") is made and entered into by and among the EL DORADO SCHOOLS FINANCING AUTHORITY ("Authority"), a joint powers authority organized and existing under the laws of the State of California ("State"), the BUCKEYE UNION SCHOOL DISTRICT ("Buckeye"), a public school district organized and existing pursuant to the laws of the State, the EL DORADO UNION HIGH SCHOOL DISTRICT ("El Dorado"), a public school district organized and existing pursuant to the laws of the State, RESCUE UNION SCHOOL DISTRICT ("Rescue"), a public school district organized and existing pursuant to the laws of the State, COMMUNITY FACILITIES DISTRICT NO. 1 OF THE EL DORADO SCHOOLS FINANCING AUTHORITY ("CFD No. 1"), a Mello-Roos community facilities district, organized and operating under the laws of the State and the SERRANO EL DORADO OWNERS' ASSOCIATION ("Association"), a nonprofit mutual benefit corporation organized and existing pursuant to the laws of the State. The Authority, Buckeye, El Dorado, Rescue, CFD No. 1 and the Association shall collectively be referred to as the "Parties" and each individually as a "Party."

RECITALS

WHEREAS, the Authority was formed pursuant to that certain Joint Exercise of Powers Agreement, dated as of June 19, 1990, by and among Buckeye, El Dorado and Rescue (each, a "School District" and collectively, the "School Districts"), in order to provide for, among other things, the financing of public school facilities on behalf of the School Districts;

WHEREAS, the Authority established CFD No. 1 in 1991 pursuant to the provisions of the Mello-Roos Community Facilities Act of 1982 as amended, being Chapter 2.5, Part 1, Division 2, Title 5 of the Government Code of the State ("Mello-Roos Act");

WHEREAS, CFD No. 1 was and is authorized, pursuant to State law, to levy special taxes ("Special Taxes") and incur bonded indebtedness in order to finance school facilities pursuant to the Mello-Roos Act on behalf of the School Districts, as members of the Authority, and such Special Taxes have been levied and collected by CFD No. 1 in each fiscal year since the fiscal year which ended on June 30, 1996;

WHEREAS, the Parties wish to address various matters relating to the levy of the Special Taxes and use of Special Tax revenues;

WHEREAS, The Parties acknowledge that this MOU is not intended to represent the final agreement of the Parties hereto with respect to the matters referenced herein and that the Parties intend to pursue and reach a final settlement agreement generally conforming to the terms set forth in this MOU at a future date; and

NOW THEREFORE, it is mutually understood and agreed to as follows:

I. TERMINATION OF CFD NO. 1 SPECIAL TAXES

The levy and collection of the Special Taxes shall terminate upon the receipt of a total amount of $155,587,862 in Special Tax revenues by CFD No. 1 calculated in actual funds collected and calculated since the initial levy thereof; provided that in no event shall the Special Taxes be levied after the fiscal year ending June 30, 2034. The date on which the Special Taxes terminate shall be referred to herein as the "Special Tax Termination Date." Following the Special Tax Termination Date the Authority, on behalf of CFD No. 1, shall take actions pursuant to the Mello-Roos Act to cancel the Special Taxes and record a Notice of Cessation of the lien of the Special Taxes pursuant to State law.

The Parties acknowledge that following the Special Tax Termination Date and the recordation of the Notice of Cessation that properties within the boundaries of CFD No. 1, which have not yet developed, shall be subject to then-existing statutory school fees or such other school funding mitigation requirements as shall then be in force and effect for such territory.

The issue of the collection of then-delinquent Special Taxes of CFD No. 1 as of the Special Tax Termination Date shall be set forth in the Final Settlement Agreement (as defined below).

Currently, each School District is obligated to pay lease payments with respect to certain outstanding series of certificates of participation ("COPs"), which lease payments have historically been funded in part by Special Tax revenues received by the School Districts. Each School District expressly acknowledges and understands that additional Special Tax revenues shall not be received, or otherwise available for, the payment of lease payments with respect to its respective COPs following the Special Tax Termination Date, and accordingly, that each School District shall have full individual and sole responsibility for the payment of lease payments with respect to its respective COPs following such Special Tax Termination Date.

II. USE OF CFD NO. 1 SPECIAL TAX REVENUES

Special Tax revenues allocated and distributed to El Dorado, beginning in fiscal year 2018-19 through the Special Tax Termination Date, shall be applied equally to (i) facilities needs of Oak Ridge High School, and (ii) the construction of a new high school within the boundaries of El Dorado to serve the El Dorado Hills community. Notwithstanding the foregoing, if a new high school has not been constructed within, or proximate to, CFD No. 1 within five (5) fiscal years following the Special Tax Termination Date, El Dorado shall use the Special Tax revenues designated for construction of such Oak Ridge High School for any purpose that directly or indirectly benefits the area within CFD No. 1, including, but not limited to, the improvement or modernization of existing school facilities, but not including deferred maintenance expenditures.

III. SCHOOL DISTRICT GENERAL OBLIGATION BONDS

Effective in perpetuity from the Final Settlement Date (as defined herein), El Dorado shall neither call nor conduct a general obligation bond election within all or any portion of the

territory within CFD No. 1 for purposes of financing the initial construction of new high school facilities within the boundaries of El Dorado but located either (i) on or using the two existing parcels owned by El Dorado as of the date hereof for such purposes, or (ii) on property which is within reasonable proximity to the two existing parcels owned by El Dorado as of the date hereof for such purposes. The provisions of this Section in no way restrict the calling or conducting of general obligation bond election(s) by El Dorado for any other purpose whatsoever or in any other territory of El Dorado (which may be accomplished through the use of a school facilities improvement district).

The Parties agree that the provisions of this Section shall not apply to any general obligation bond election(s) called and conducted by Buckeye or Rescue (which may, or may not, be accomplished through the use of a school facilities improvement district).

IV. ADVISORY COMMITTEE

The Parties intend that, following the execution of the Final Settlement Agreement, the Authority shall, at its cost and expense, form, appoint members to and support an advisory committee ("Committee"), which will conform to the provisions of this Section and the terms set forth in the Final Settlement Agreement.

With respect to the Committee, the Parties intend as follows:

- The Committee shall consist of 5 to 11 members, with the standing membership consisting of an odd number of members. Members of the Committee shall be residents or property owners within the boundaries of CFD No. 1. Members of the Committee shall not be employees, vendors or contractors of any of the School Districts.

- Members shall be appointed to the Committee by the Authority Board in consultation with the Association. Terms for Committee members shall be set forth in the Final Settlement Agreement.

- The Committee shall remain in existence until all Special Tax revenues of CFD No. 1 have been expended by the JPA and the School Districts.

- The Committee shall have a role similar to a Citizens' Oversight Committee (as described in California Education Code Sections 15278 through 15282, inclusive), but pertaining only to the Special Tax revenues of CFD No. 1 and use thereof.

V. TERM

This MOU, including all terms and conditions set forth herein, shall remain valid from the date hereof to the Final Settlement Date or December 1, 2019, whichever first occurs (the "MOU Term"). Unless explicitly stated herein, all requirements, terms, and conditions established through this MOU shall terminate at the end of the MOU Term.

VI. GENERAL RELEASE OF PRIOR CLAIMS

The Parties intend to release and forever discharge each other and their present and former directors, officers, shareholders, managers, agents, trustees, beneficiaries, attorneys and employees from all obligations, damages, losses, costs, expenses and liabilities whether known or unknown, contingent or direct, liquidated or unliquidated, and from any claims, demands, judgments, actions or suits of any kind (collectively, "Claims") arising prior to the date hereof which they may have against one another relating to CFD No. 1, the authorization of the Special Taxes or bonded indebtedness of CFD No. 1, the levy and collection of the Special Taxes, and the use of the proceeds of such Special Taxes, including without limitation, any attorneys' fees incurred in connection therewith. The release set out in this Section shall be effective until the end of the MOU Term. The Parties intend that the provisions of the Final Settlement Agreement (as defined herein) concerning release of liabilities shall supersede this MOU as to the subject matter of this Section.

VII. BINDING EFFECT

The Parties each expressly acknowledge and agree that the Association is executing this MOU on behalf of itself and not on behalf of any other person or party. The execution and delivery of this MOU by the Association shall not be considered as a binding agreement or obligation on any other taxpayer or landowner within the boundaries of the Association or CFD No. 1.

VIII. FINAL SETTLEMENT

The Parties acknowledge and agree that this MOU does not represent the final agreement of the Parties hereto with respect to the matters referenced herein. The Parties intend to pursue and reach a final settlement agreement ("Final Settlement Agreement") with respect to the terms set forth in this MOU at a future date. The Parties intend that upon approval and execution of the Final Settlement Agreement ("Final Settlement Date") that the Final Settlement Agreement shall thereupon supersede this MOU.

IX. AMENDMENTS TO THE MOU

Any changes to this MOU must be accomplished by written consent of the Parties. This MOU supersedes any prior agreement, whether written or oral, between the Parties regarding the matters set forth herein.

X. ENTIRE AGREEMENT

This MOU contains the entire agreement and understanding concerning the subject matter hereof and supersedes and replaces all prior negotiations and proposed agreements, written or oral. The Parties acknowledge that neither any other Party nor its agents nor attorneys have made any promise, representation or warranty whatsoever, express or implied, not contained herein to induce the execution of this MOU and acknowledge that this MOU has not been executed in reliance upon any promise, representation or warranty not contained herein.

XI. INTERPRETATION GUIDES

In interpreting this MOU, it shall be deemed that it was prepared by the Parties collectively and no ambiguity shall be resolved against any Party on the premise that it or its attorneys were responsible for drafting this MOU or any provision thereof. Headings used in this MOU are for convenience and ease of reference only and are not intended nor may be constructed as a guide to interpret any provision of this MOU.

XII. COOPERATION

The Parties hereto agree to cooperate with each other in the execution of such further documents, and to take such other actions, as are reasonably necessary in good faith, to effectuate this MOU and the intent hereof.

XIII. NOTICES

All notices, demands and communications between the Parties shall be given by personal delivery, registered or certified mail, postage prepaid, return receipt requested, Federal Express or other reliable private express delivery, or by facsimile transmission or email. Such notices, demands or communications shall be deemed received upon delivery if personally served or sent by facsimile or email or after three business days if given by other approved means as specified above. Notices, demands and communications shall be sent:

To the Authority:	El Dorado Schools Financing Authority 4675 Missouri Flat Road Placerville, CA 95667 Attn: Superintendent, El Dorado Union High School District
To CFD No. 1:	Community Facilities District No. 1 of the El Dorado Schools Financing Authority 4675 Missouri Flat Road Placerville, CA 95667 Attn: Superintendent, El Dorado Union High School District
To Buckeye:	Buckeye Union School District 5049 Robert J. Matthews Parkway El Dorado Hills, CA 95762 Attn: Superintendent
To El Dorado:	El Dorado Union High School District 4675 Missouri Flat Road Placerville, CA 95667 Attn: Superintendent

To Rescue:	Rescue Union School District 2390 Bass Lake Road Rescue, CA 95672 Attn: Superintendent
To the Association:	Serrano El Dorado Owners' Association 4525 Serrano Parkway, Suite 110 El Dorado Hills, CA 95762 Attn: _____

XIV. CAPTIONS

The captions contained within this MOU are for purposes of reference only and shall not limit or define the meaning of the provisions hereof.

XV. CALIFORNIA LAW GOVERNS AGREEMENT

This MOU and all rights and obligations arising out of it shall be construed in accordance with the laws of the State.

XVI. DUE AUTHORITY OF SIGNATORIES TO EXECUTE MOU

Each individual signing this MOU warrants and represents that he or she has been authorized by appropriate action of the Party which he or she represents to enter into this MOU on behalf of the Party.

XVII. COUNTERPARTS

This MOU may be signed in one or more counterparts which, taken together, shall constitute one original document.

[Remainder of page intentionally blank]

IN WITNESS HEREOF, the Parties hereto have signed their names and executed this MOU through their duly authorized officers this 22nd day of May, 2019.

EL DORADO SCHOOLS FINANCING AUTHORITY

By: _____
Name: RON CARRUTH, Superintendent
El Dorado Union High School District aka
Administrator of ESFA
Date: _____

BUCKEYE UNION SCHOOL DISTRICT

By: _____
Name: DAVID ROTH, Superintendent

Date: _____

EL DORADO UNION HIGH SCHOOL DISTRICT

By: _____
Name: RON CARRUTH, Superintendent
Date: _____

RESCUE UNION SCHOOL DISTRICT

By: _____
Name: CHERYL OLSON, Superintendent
Date: _____

COMMUNITY FACILITIES DISTRICT NO. 1 OF THE EL DORADO SCHOOLS FINANCING AUTHORITY

By: _____
Name: RON CARRUTH, Superintendent
El Dorado Union High School District aka
Administrator of ESFA

Date: _____

SERRANO EL DORADO OWNERS' ASSOCIATION

By: _____
Name: _____

Date: _____

BEFORE THE
GOVERNING BOARD
OF THE
BUCKEYE UNION SCHOOL DISTRICT

REDUCTION IN CLASSIFIED STAFF
DUE TO LACK OF WORK AND/OR LACK OF FUNDS

RESOLUTION NO. 19-14

WHEREAS, California Education Code § 45308 states that classified and confidential employees shall be subject to layoff due to lack of work or lack of funds;

WHEREAS, California Education Code § 45117 provides that where classified (including confidential) employees are subject to layoff, the affected employee shall be given a notice of layoff not less than sixty (60) days prior to the effective date of the layoff and informed of their displacement rights, if any, and their reemployment rights;

WHEREAS, the Governing Board of the Buckeye Union School District has determined that it shall be necessary to reduce the following particular kinds of classified services not later than August 14, 2019:

CLASSIFIED POSITIONS	**# Days/Hours**
Reduction/Elimination	
Cafeteria Assistant (two positions)	.5 hours per day for 196 days

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

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

Section 2. That due to lack of work or lack of funds, this Governing Board has determined that the following level of service shall be reduced:

CLASSIFIED POSITIONS	**# Days/Hours**
Reduction/Elimination	
Cafeteria Assistant (two positions)	.5 hours per day for 196 days

Section 3. That the District Superintendent or his designee is directed to give notice of layoff to the affected classified employee(s) pursuant to Education Code §45117. Such notice shall be pursuant to this Resolution and applicable provisions of the Education Code of the State of California.

Section 4. That said layoff shall become effective at the close of business on August 14, 2019, and such notice shall be served on employees no later than June 14, 2019 to provide at least 60 days advance notice to employees of this action.

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

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

Passed and Adopted by roll call vote this June 12, 2019 by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

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

_____
Gloria Silva
Clerk

BEFORE THE
GOVERNING BOARD
OF THE
BUCKEYE UNION SCHOOL DISTRICT

RESOLUTION: AMENDMENT ONE TO BUCKEYE UNION SCHOOL DISTRICT EMPLOYER PLAN 403(b) PLAN (the "Plan")
RESOLUTION NO. 19-15

WHEREAS, the Buckeye USD (the "Employer") has adopted the Buckeye USD Employer Paid 403(b) Plan (the "Plan") for the benefit of eligible employees; and

WHEREAS, the Employer has reserved the right to amend the Plan from time to time; and

WHEREAS, the Employer has determined that it is in the best interest of all eligible employees to amend the Plan to provide for a default placement of funds into the CALSTRS Pension 2 VOYA Fixed Plus Three account in the event the Plan recipient fails to make a timely Provider selection.

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

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

Section 2. Effective June 1, 2019, Section 2.23 of the Adoption Agreement is restated as follows:

OTHER PROVISIONS

Other provisions of the Plan (must be consistent with the Written Plan, applicable Governing Law and as provided by the Plan Administrator):

Per section 2.05(a) of the Adoption Agreement, Employer contributions shall be invested at the discretion of the Participant to any of the Providers in Appendix I; however, should the recipient of the contribution not select a Provider in a timely manner once the contribution has been made to the Administrator, the contribution will be submitted to CALSTRS Pension 2 VOYA Fixed Plus Three.

Section 3. Effective June 1, 2019, Appendix I of the Adoption Agreement is restated as follows:

Appendix I.

1. American Century Funds
2. American Fidelity Life Insurance
3. CALSTRS Pension 2

4. Franklin Templeton Funds
5. Great American Life
6. VOYA Financial
7. VOYA Reliastar
8. MetLife
9. VALIC
10. Vanguard

Section 4. The District Superintendent or the Superintendent's designee is further authorized to take any further actions necessary to carry out the intent of this Resolution.

Section 5. In the event any section or portion of this Resolution shall be determined invalid or unconstitutional, such section or portion shall be deemed severable and all other sections or portions hereof shall remain in full force and effect. The Board hereby declares that it would have passed this Resolution and each section, subsection, sentence, clause or phrase irrespective of the fact that any one or more sections, subsections, sentences, clauses or phrases be declared to be unconstitutional.

Passed and Adopted by roll call vote this June 12, 2019 by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

_____
Brenda Hanson-Smith, President
President, Governing Board

I, Gloria Silva, Clerk of the Governing Board of the Buckeye Union School District, do hereby certify that the foregoing resolution was regularly introduced, passed and adopted by the Governing Board at its meeting held on June 12, 2019.

_____
Gloria Silva
Clerk, Governing Board

BEFORE THE
GOVERNING BOARD
OF THE
BUCKEYE UNION SCHOOL DISTRICT

RESOLUTION: AMENDMENT ONE
TO THE EL DORADO COUNTY OFFICE OF EDUCATION
EMPLOYER PAID 457(b) PLAN (the "Plan")

RESOLUTION NO. 19-16

WHEREAS, the El Dorado COE (the "Employer") has adopted the El Dorado COE Employer Paid 457(b) Plan (the "Plan") for the benefit of eligible employees; and

WHEREAS, the Employer has reserved the right to amend the Plan from time to time; and

WHEREAS, although the District has no pending retirement incentive programs offered at this time, the Employer has determined that it is in the best interest of all eligible employees to amend the Plan to provide for a default placement of funds into the CalSTRS Pension 2 457(b) account in the event the Plan recipient fails to make a timely election for a lump-sum distribution or designation of a qualifying plan for rollover, should at some point in the future a qualified retirement incentive program be implemented by the Employer.

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

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

Section 2. Effective May 1, 2019, Section 3.4 of the Adoption Agreement is restated as follows:

The Employer will make non-elective contributions to the Plan as follows:

The district will offer a retirement incentive to individuals who meet a particular set of requirements as determined by the district. The incentive is available to be taken as a lump-sum distribution paid directly to the individual or can be rolled over into a qualified account. If, within 45 days upon receiving notice of the availability of the incentive, the individual due to receive the incentive does not elect either a lump-sum distribution paid directly to themselves or does not designate a qualifying plan for rollover of the incentive, then a CalSTRS Pension2 457(b) account will automatically be established for the individual with investment elections designated 100% into the available stable value fund (currently the Voya Fixed Plus III) and the district will roll over those funds to CalSTRS Pension2.

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

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

Passed and Adopted by roll call vote this June 12, 2019 by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

_____
Brenda Hanson-Smith, President
President, Governing Board

I, Gloria Silva, Clerk of the Governing Board of the Buckeye Union School District, do hereby certify that the foregoing resolution was regularly introduced, passed and adopted by the Governing Board at its meeting held on June 12, 2019.

_____
Gloria Silva
Clerk, Governing Board