AGENDA

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

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

Wednesday, December 13, 2017
Room Library: Valley View Elementary School

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

I. CALL TO ORDER

II. PUBLIC COMMENTS

III. ADJOURN TO CLOSED SESSION

1. Conference with District Negotiators Superintendent Dr. David Roth and Assistant Superintendent Jackie McHaney in reference to negotiations with the Buckeye Teachers' Association (BTA)

2. Conference with District Negotiators Superintendent Dr. David Roth and Assistant Superintendent Jackie McHaney in reference to negotiations with the California School Employees' Association (CSEA)

IV. RECONVENE IN OPEN SESSION & FLAG SALUTE

V. ROLL CALL

VI. APPROVAL OF AGENDA

VII. PUBLIC COMMENTS

VIII. PRESENTATIONS

1. Rolling Hills Middle School Student Representative: Avery Call
2. Transportation: Employee of the Year- Royal (Al) Flynn
3. Blue Oak Single Plan for Student Achievement
4. Buckeye Elementary Single Plan for Student Achievement
5. Camerado Springs Middle School Single Plan for Student Achievement
6. Rolling Hills Middle School Single Plan for Student Achievement
7. School Works Demographics Study: Ken Reynolds

IX. REPORTS

1. Budget Update: Jackie McHaney
2. Association Reports: BTA/CSEA
3. California Montessori Project Charter School Report: Kim Zawilski
4. Rising Sun Montessori Charter School Report: Karl Zierhut
5. Clarksville Charter School Report: Julie Haycock
5. Reports and Requests by Board Members
6. Enrollment Report: Jackie McHaney
7. 2017/18 Inter-district Transfer Attendance Report: Dr. David Roth
8. Superintendent's Report: Dr. David Roth

X. CONSENT AGENDA

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

1. Summary Report of Warrants
2. Minutes of the Special Meeting November 28, 2017
3. Personnel Update
4. 2017/2018 Single Plans for Student Achievement: Blue Oak Elementary, Buckeye Elementary, Camerado Springs Middle School, and Rolling Hills Middle School.
5. 2017/2018 School Safety Plans for Blue Oak Elementary, Buckeye Elementary, Oak Meadow Elementary, Silva Valley Elementary, William Brooks Elementary, Camerado Springs Middle, Rolling Hills Middle Schools, and Valley View Charter Montessori School.

XI. PUBLIC HEARINGS

1. Charter Petition for the Cottonwood School

   The District received a charter school petition from the Cottonwood School on November 15, 2017, and will receive public comments to consider the level of support for the petition by teachers employed by the Buckeye Union School District, other employees of the District, parents and community members.

   (Assistant Superintendent, Jackie McHaney)

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

XII. REVIEW & ACTION ITEMS

1. Adoption of the Positive Certification of Fiscal Year 2017/2018 First Interim Report for the Period Ending October 31, 2017, and Approval of Budget Revisions

   (Jackie McHaney, Asst. Superintendent)

2. Receive and File Community Facilities District (CFD) No. 2007-1 Fiscal Year 2017/2018 Annual Report

(Brian McCahon, Director of Facilities)

3. Consider and Approve Architectural Services Agreement between Buckeye Union School District and Kirk S. Brainerd, Architect for Performance of Architectural Services for the Valley View Charter Montessori Classroom Building Addition Project.

(Brian McCahon, Director of Facilities)

4. Organization of the Board: Election of Officers, 2018 Calendar Dates, Time and Place of Board Meetings, Appointments to Committees

(Dr. David Roth, Superintendent)

5. 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

(Jackie McHaney, Asst. Superintendent)

6. Establish the First Day of School for the 2018/19 School Year

(Dr. David Roth, Superintendent)

7. Call for Nomination for CSBA Delegate Assembly

(Dr. David Roth, Superintendent)

XIII. ADJOURNMENT

Any writings or documents that are public records and are provided to a majority of the governing board regarding a open session item on this agenda will be made available for public inspection in the District Office located at 1665 Blackstone Pkwy, El Dorado Hills, CA 95762 during normal business hours. Individuals who require special accommodation (American Sign Language interpreter, accessible seating, documentation in accessible formats, etc.) should contact the Superintendent at least two days before the meeting date.

1665 Blackstone Parkway
El Dorado Hills, CA 95762
530.677.2261

David Roth, Ph.D
Superintendent

BUCKEYE UNION SCHOOL DISTRICT DEMOGRAPHIC STUDY 2017/18

November 2017

SchoolWorks, Inc.
8331 Sierra College Blvd., #221
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Phone: 916-733-0402
www.SchoolWorksGIS.com

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Introduction

This Demographic Study provides a comprehensive enrollment analysis for the Buckeye Union School District. The district-wide and school-specific enrollment projections are meant to serve as a planning tool to help with both long and short term planning. Demographic Studies examine the factors that influence school enrollments, namely trends in demographics, birth rates, and housing development. They are also used as a tool to identify certain facility planning requirements such as capacity, utilization of existing facilities, planning for modernization or new construction, and attendance boundary redistricting. This Study provides information based on the 2017/18 District enrollments and programs, City planning policies and residential development. As these factors change and timelines are adjusted, the Demographic Study should be revised to reflect the most current information.

Executive Summary

Buckeye Union School District includes six (6) elementary schools, two (2) middle schools, and one (1) Charter Montessori program.

This Study has been prepared using the 2017/18 student enrollment data, current District policies and the latest new housing development information available at the time of this Study. The District has experienced a slight decline in the 10-year historical enrollment from an enrollment of 4,802 students during the 2008/09 school year to the current enrollment of 4,745 students.

Buckeye Union School District is projected to grow in enrollment by 0.55% (or 26 students) for the 2018/19 school year. The District is projected to grow over the next six (6) years, with a projected enrollment of 5,314 students in the 2023/24 school year. This is a total growth of 569 students, which is an increase of 11.99%.

The projections are predicated upon information provided by local municipalities on the development of 2,774 housing units over the next six (6) years. If the building rates increase or decrease, then the timeline shown in this Study will need to be modified accordingly. These projected new developments in the District's boundary are expected to generate 115 students next year, or a total of 1,010 students in the next six (6) years.

Based on current District loading standards and classroom space, the District has a total capacity (including Permanent and Portable Classrooms) of 6,312 students, and a current enrollment of 4,745. This gives the District a current utilization factor of 75.2%. The projected utilization factor in six (6) years will be 84.2%. This assumes loading standards remain constant and no additional facilities are built or removed.

These projections assume the transfers between schools remain consistent. If changes in facilities, schedules, programs or policies are made, then the patterns may be impacted.

Methodology

The enrollment projections for each school are generated using a State standard weighted cohort trend analysis. The basic projections are created by studying the individual geographic areas. Once the trends are analyzed for each area, the base projections are modified using the following procedures:

a) Birth rates are used to project future kindergarten enrollment. It is assumed if the births indicate there was an increase of 4% one year, then there will be a corresponding 4% increase in the kindergarten class five (5) years later.

b) New Housing Development rates and yield factors are compared to the historical impact of development, and if the future projections exceed the historical values, the projections are augmented accordingly.

c) Inter-District student counts are not included in the base geographic trend analysis since these students reside outside of the District. Therefore, the current number of students-per-school and students-per-grade are added to the base projections.

d) Intra-District students are those who transfer from one school to another. The number of students transferring into and out of each school are calculated and used to determine the difference between the projections for students living in each attendance area versus those that are projected to attend the school.

e) The projections for special education students and alternative programs are created by assuming those programs typically serve a percentage of the total District population. Therefore, as the District grows or declines, the enrollment in those programs would increase or decrease accordingly.

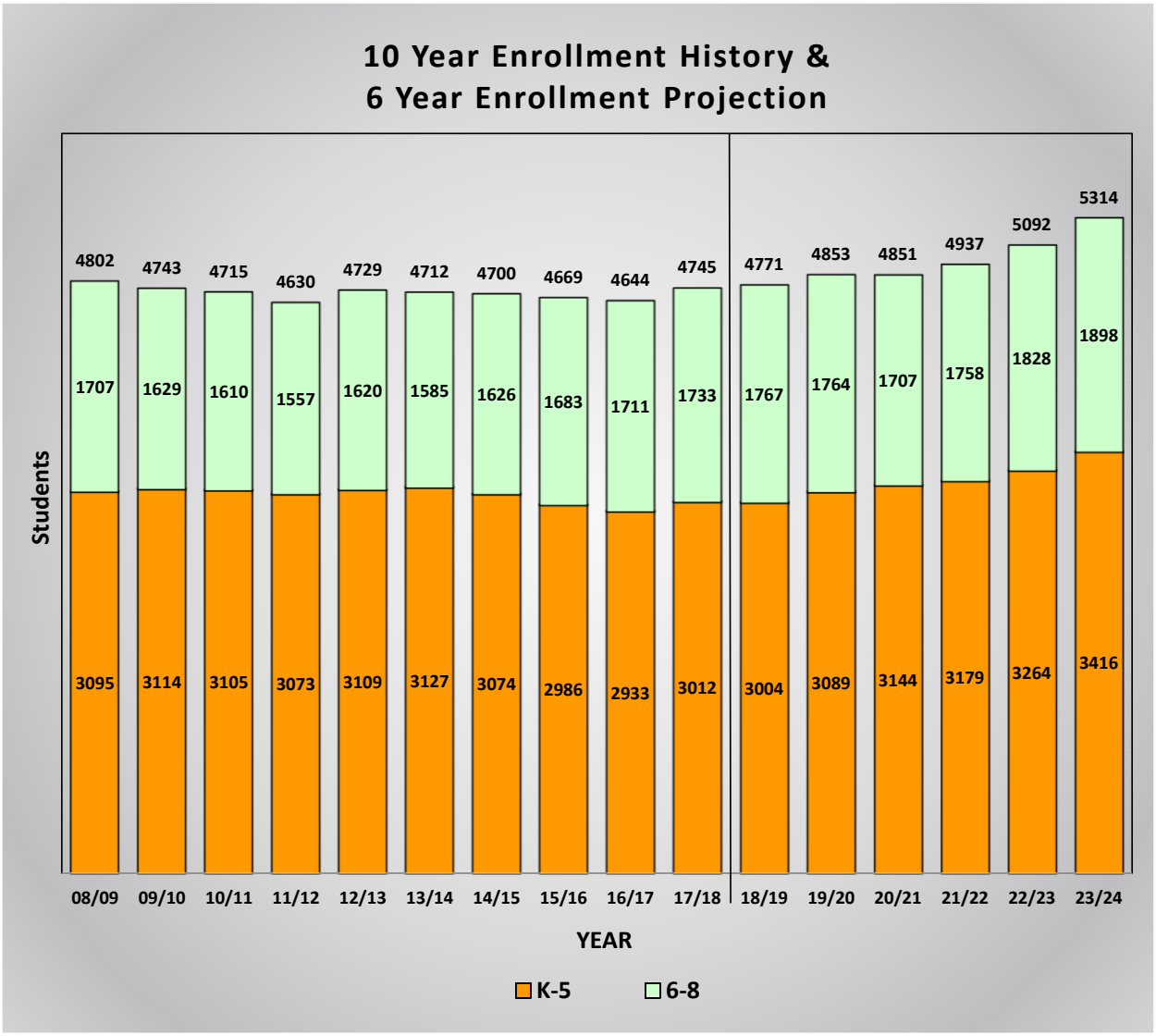
f) The number of students living in the boundary are used to generate the cohort factors. The weighted average of the three (3) years was determined with the current year weighted 50%, the prior year 33.3% and the last year 16.7%. This gives the current trends more value in determining the projections. Those cohorts are then used to determine the students who will be residing in each attendance area for the following years.

Classroom Counts and Capacity

The classroom counts are shown for each school and are used to determine the capacity. The classroom counts represent the rooms that can be used for teaching purposes at each school site. The classroom counts may not represent the current classrooms being used, as there may be unused rooms on the school site. In some cases, there may be fewer classrooms counted than current teaching stations if some of the rooms being used were designed for other purposes but are currently being used as classrooms due to overcrowding.

The purpose of the classroom count and capacity are to show what the school capacity should be if all teaching spaces are being used in accordance with the educational programs of the District.

10 Year Enrollment History and 6 Year Enrollment Projections



The Buckeye Union School District has declined slightly over the past ten (10) years from an enrollment of 4,802 in 2008/09 to the current enrollment of 4,745. This chart provides a summary of the last ten (10) years of historic enrollment and projected enrollment for the next six (6) years. The color orange represents the historic and projected enrollment for the elementary school grades K-5. The color green represents the historic and projected enrollment for the middle school grades 6-8. The entire District enrollment is shown at the top of each bar.

2018/2019 1 Year Enrollment Projection by School

Buckeye Union School District
Enrollment Projections
YEAR 18/19, 1 Year Proj.

School	TK	K	1	2	3	4	5	6	7	8	TOTAL
Blue Oak Elem	23	62	65	64	76	75	75	0	0	0	440
Brooks Elem	27	64	67	93	94	85	80	0	0	0	510
Buckeye Elem	0	68	68	63	70	66	48	0	0	0	383
Oak Meadow Elem	25	94	80	91	123	101	158	0	0	0	672
Silva Valley Elem	21	73	51	75	86	71	92	0	0	0	469
Silver Dove Elem	0	-2	2	2	-6	5	-8	0	0	0	-7
Valley View Elem	0	-6	23	2	18	21	8	0	0	0	66
Camerado Springs Middle	0	0	0	0	0	0	0	203	217	233	653
Rolling Hills Middle	0	0	0	0	0	0	0	317	337	357	1,011
Charter Montessori	17	79	67	75	105	56	72	51	52	0	574
Totals	**113**	**432**	**423**	**465**	**566**	**480**	**525**	**571**	**606**	**590**	**4,771**
Current CBEDS	98	421	458	509	456	488	582	550	583	600	4,745
Net Change	**15**	**11**	**-35**	**-44**	**110**	**-8**	**-57**	**21**	**23**	**-10**	**26**
Cohort Change			2	7	57	24	37	-11	56	7	

Buckeye Union School District has a current enrollment of 4,745 students. The projected enrollment for next year shows an increase of 26 students. This one (1) year summary analyzes the net change between the current District enrollment by school and by grade, and the projected enrollment for 2018/19.

The cohort change factor indicates the change in the number of students for each grade compared to the number of students in the prior grade the previous year.

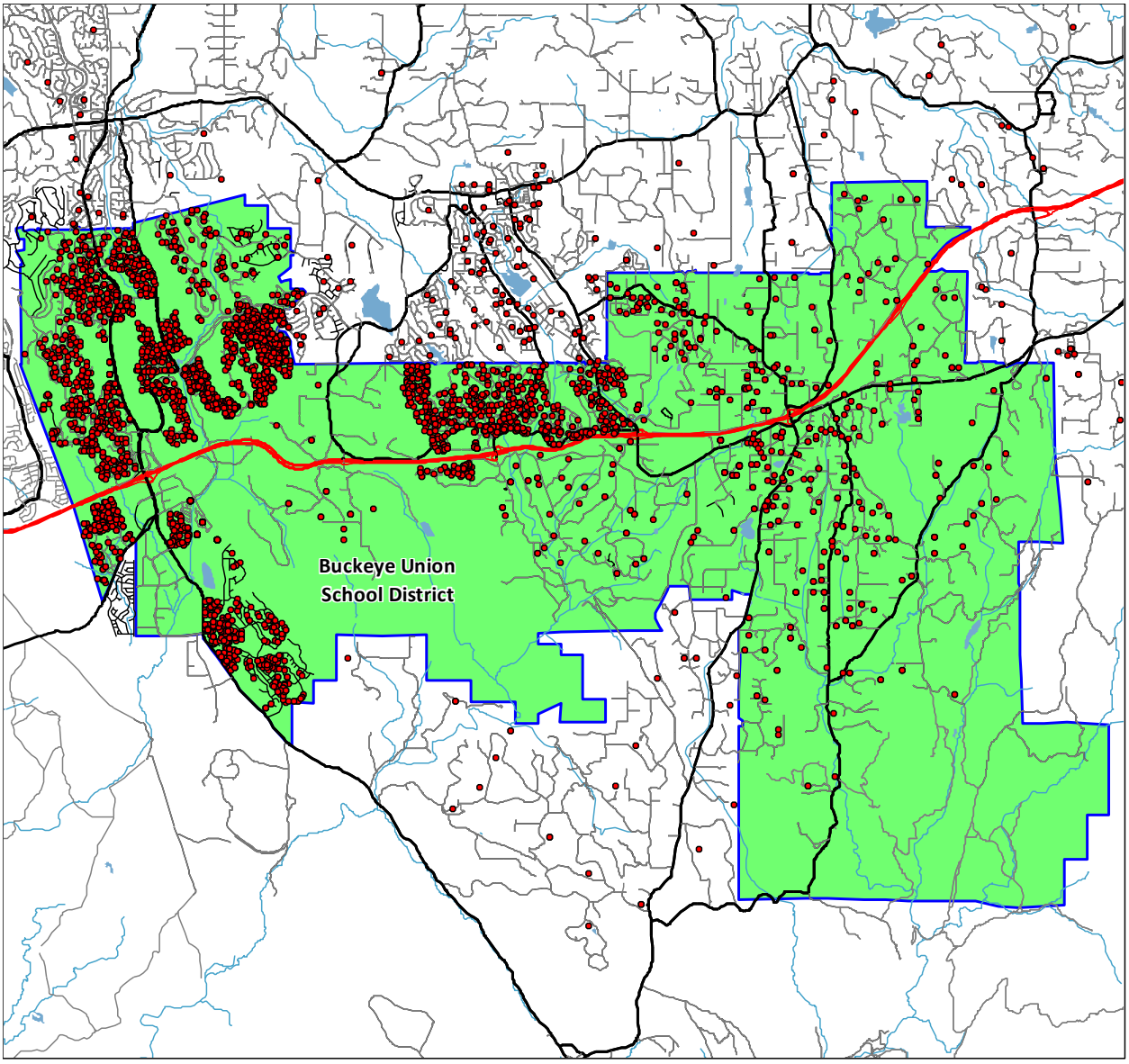
There are currently 49 TK-5 students living in the Silver Dove boundary of which 29 are attending Blue Oak.

There are currently 252 TK-5 students living in the Valley View boundary of which 112 are attending Brooks.

These projections assume the transfers between schools remain consistent. If changes in facilities, schedules, programs or policies are made, then the patterns may be impacted.

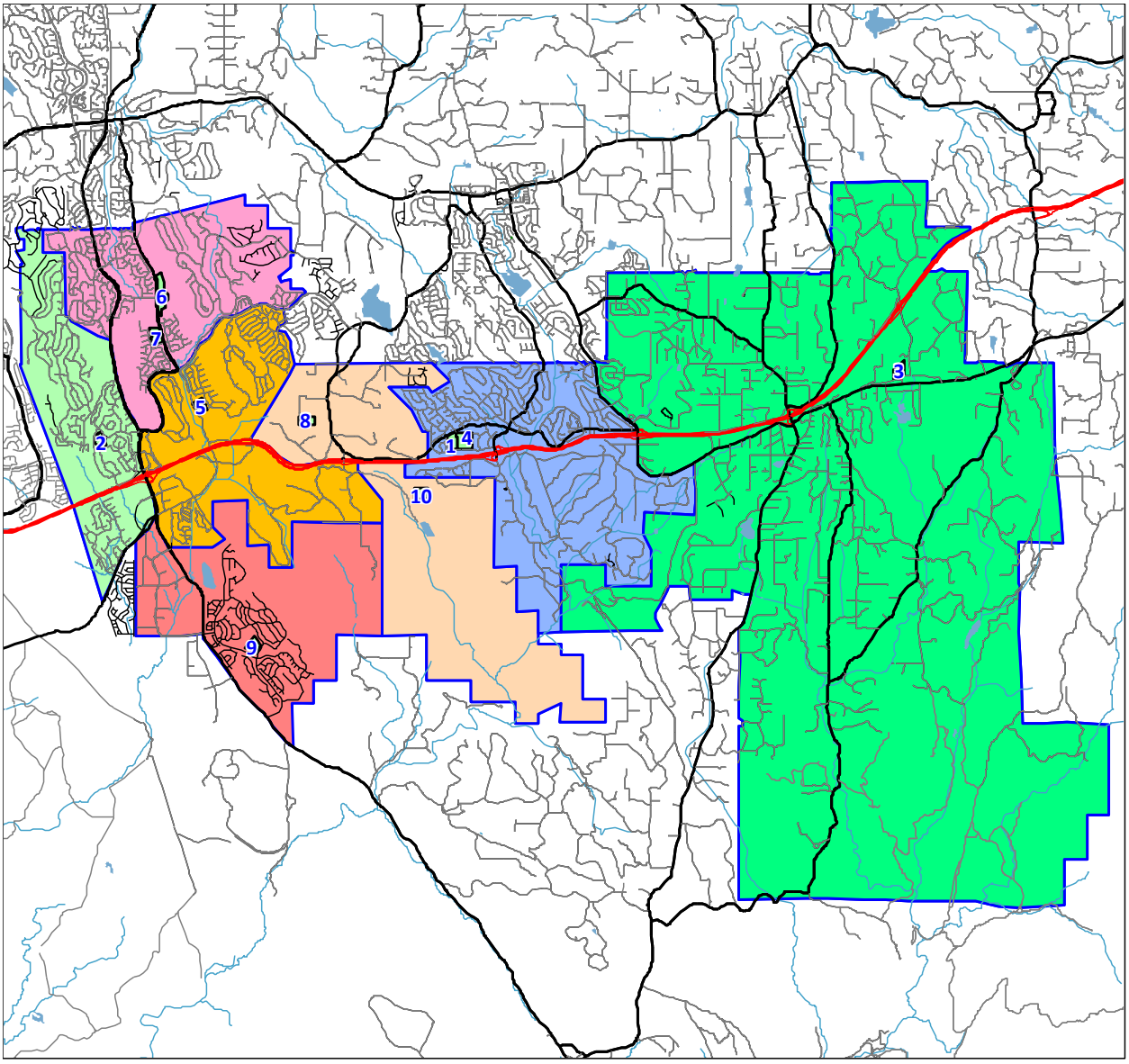
The students living in the boundary generate the cohort factors which are calculated for the past three (3) years and the weighted average is determined. Those cohorts are then used to determine the students who will be residing in each attendance area for the following years. Next the attendance factor is used to determine the net enrollment for each grade. The attendance factor is determined by analyzing the current year of students to see how many Inter- and Intra-district transfers there are.

District Map with Student Residential Locations



This map shows the District boundary along with the location of each student based on their residential address. This geographic data is the foundation for our demographic analysis. Any red dots outside the District boundary will represent students attending one of the District schools or programs but have a residence outside the District. This map also identifies different areas of student population density.

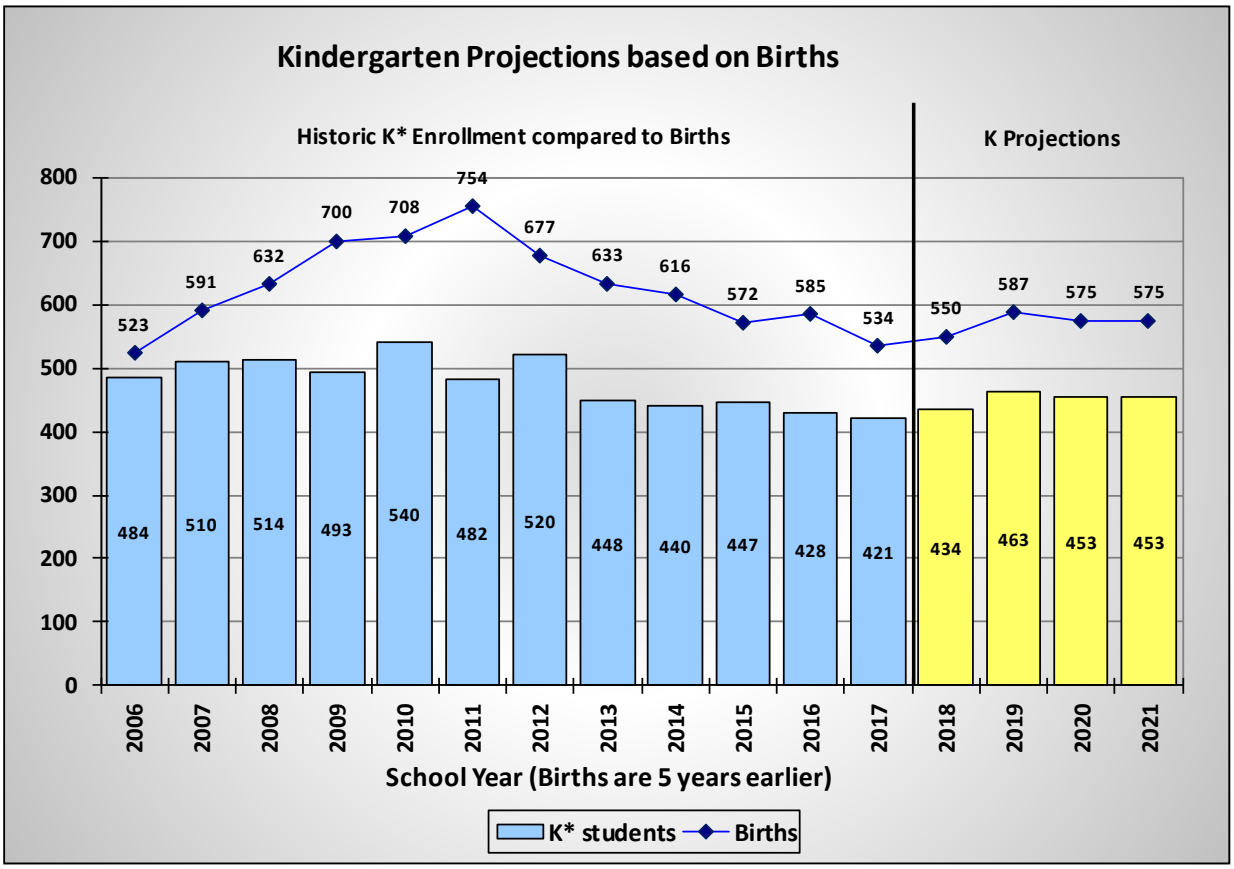
Elementary Boundaries and School Locations



Id	School	Grades	Id	School	Grades
1	Blue Oak Elementary	TK-5	6	Rolling Hills Middle	6-8
2	Brooks Elementary	TK-5	7	Silva Valley Elementary	TK-5
3	Buckeye Elementary	K-5	8	Silver Dove	
4	Camerado Springs Middle	6-8	9	Valley View (Charter Montessori)	TK-8
5	Oak Meadow Elementary	TK-5	10	Marble Valley	

Historic Birth Rates

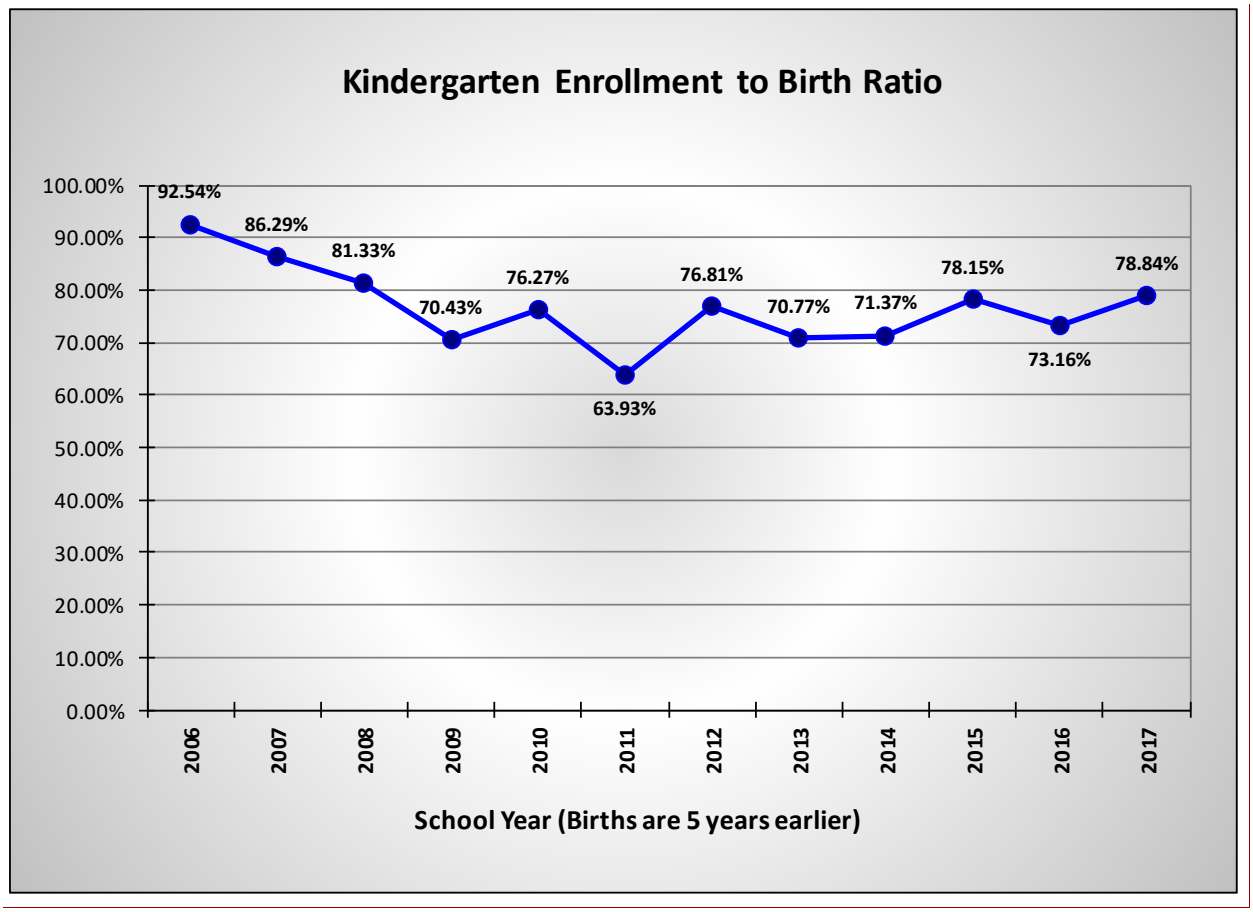
The following section is an analysis of the number of births in the Buckeye Union School District. The number of births are compiled by zip code regions and provided by the Department of Health. The zip code areas do not exactly match the District boundaries and therefore the zip codes 95682 and 95762, which are in the District, were used for this analysis.



*Kindergarten Totals may include some Transitional Kindergarten students for some of the past years to more accurately correlate a 12-month period of births to a 12-month period of enrollment.

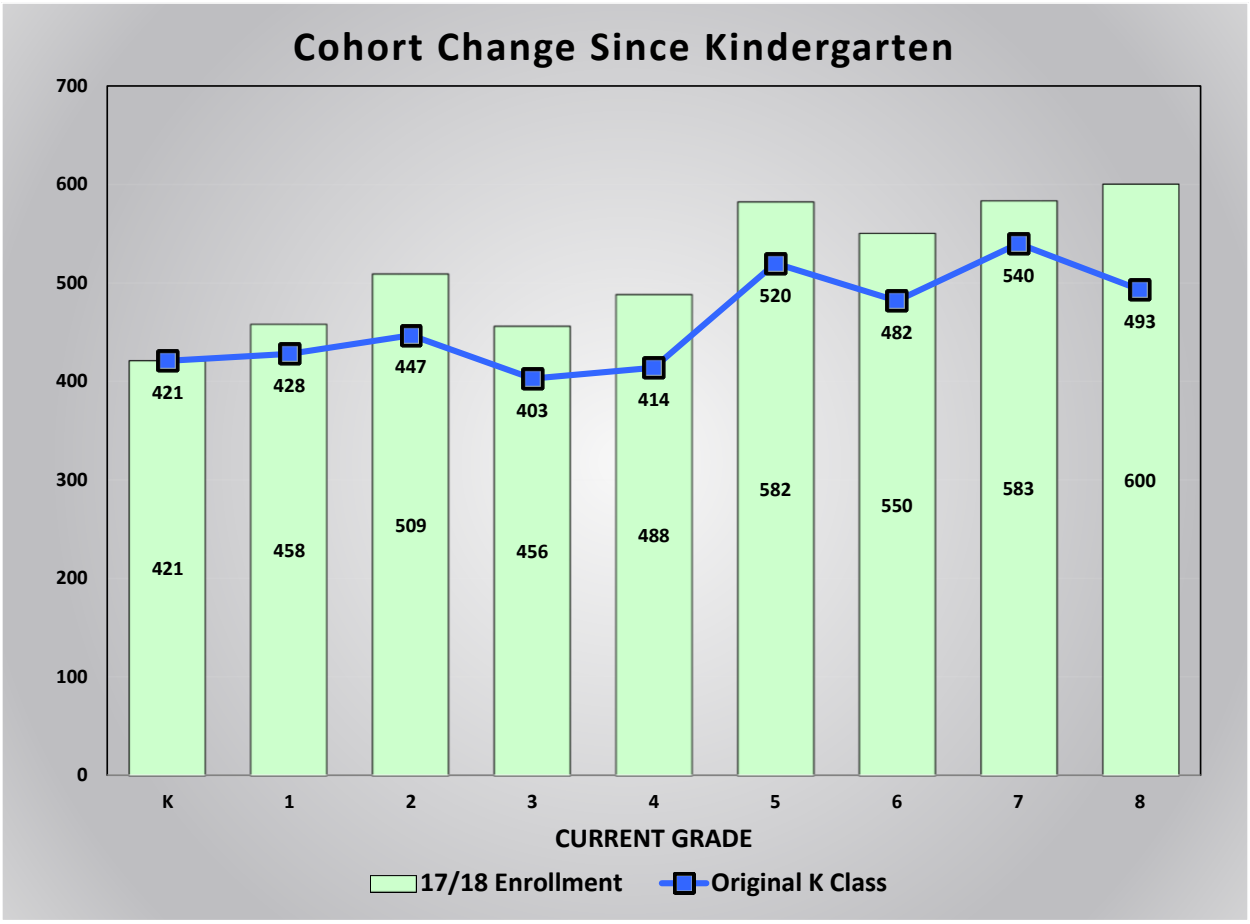
The above figure illustrates the correlation between births in the District area and the number of kindergarten students attending Buckeye Union schools five (5) years later. The number of births between 2001 and 2012 has averaged about 627 per year. The recent birth rates over the past four (4) years (2013 to 2016), which will generate the kindergarten classes for the next four (4) years (2018 to 2021), have been between 550 and 587. We have assumed that the current kindergarten capture rate of 78.84% will be maintained in the future. The kindergarten projections shown here do not account for the impact of any additional housing units.

Historic Kindergarten Capture Rates



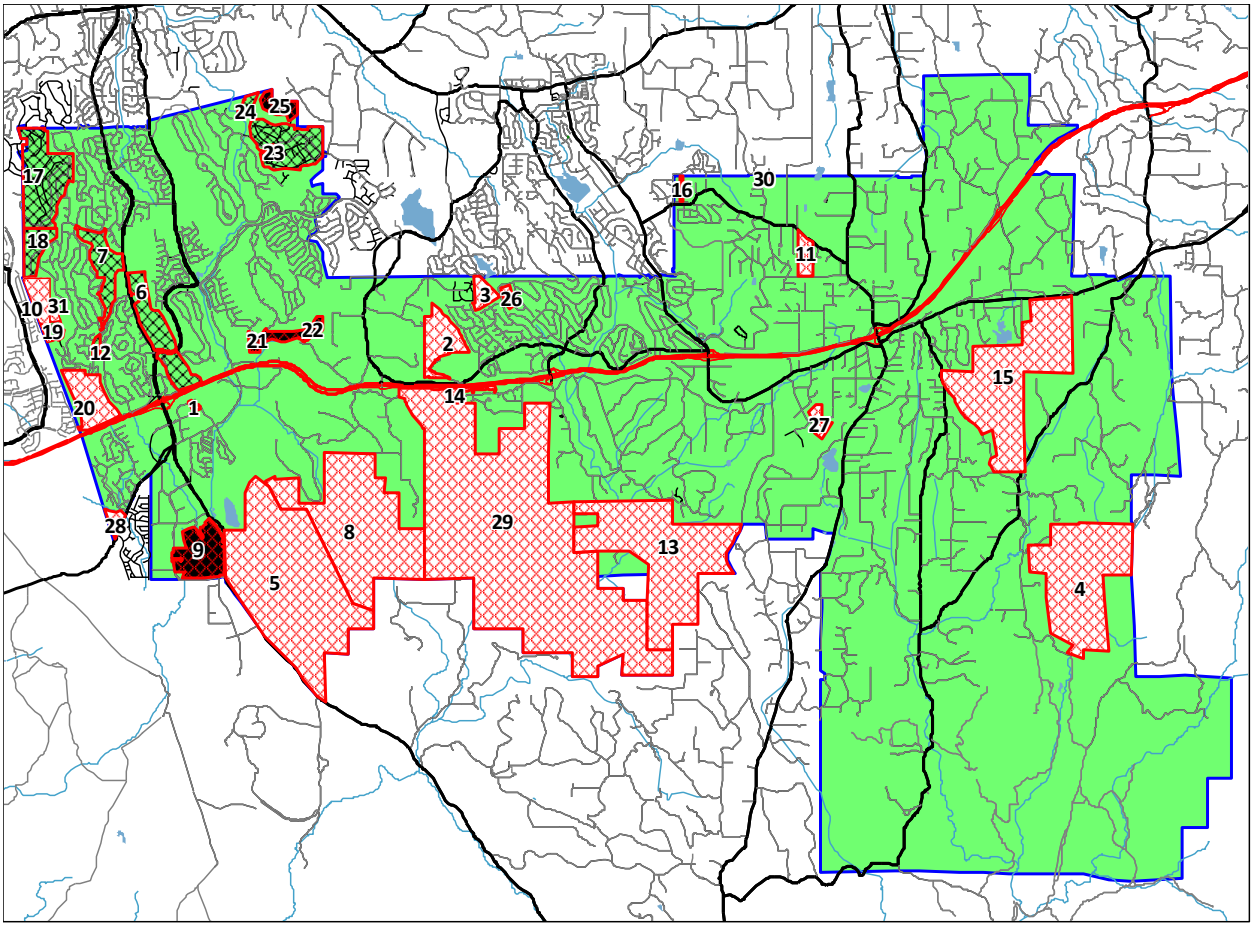
This figure shows the kindergarten capture rates for the past 12 years. Since the birth data is derived from zip code areas, which do not exactly match with the District boundaries, the capture rate also accounts for differences in the coverage areas. Low capture rates are common when a district serves only a portion of a large zip code area. A large capture rate is possible when families move into the area after the children were born, but before they arrived for kindergarten. Overall, the District has had a stable capture rate with a 12 year average of 76.66%.

Retention Rates Since Kindergarten



This chart compares the original kindergarten class size to the current enrollment for each grade. For example, the current 6th grade class has 550 students and six (6) years ago the kindergarten class had 482 students. Overall the class sizes have increased since kindergarten.

New Housing Developments



This close up view of the District shows the location of the projected new development areas. The projections used in this report are based on the following number of units projected from these developments:

ID	Name	Remaining Units	6 Year Projection	ID	Name	Remaining Units	6 Year Projection
1	AG Spanos	214	0	17	Promontory Villages	45	45
2	Bell Ranch	113	80	18	Ridgeview Village #9	48	23
3	Bell Woods	54	45	19	Ridgeview West	12	12
4	Big Canyon Ranch	40	30	20	Saratoga Estates	317	317
5	Blackstone	387	387	21	Serrano Village A	54	54
6	Central EDHSD	763	400	22	Serrano Village C2	50	50
7	Central EDHSP	237	200	23	Serrano Village K1/K2	47	47
8	East Ridge	701	450	24	Serrano Village M3	28	14
9	El Dorado Hills Business Park	1,680	0	25	Serrano Village M4	38	0
10	Elms & Oaks at the Promontory	24	24	26	Shady Glen Estates	22	22
11	La Caille Estates	24	0	27	Sierra Gold Condos	91	60
12	La Cresta Woods	25	25	28	Sierramonte	19	19
13	Lime Rock Valley Specific Plan	800	0	29	Village of Marble Valley SP	3,236	450
14	Marble Valley Ridge Estates	3	1	30	Vista Grande Estate	5	1
15	Mill Creek	633	0	31	Willows	13	13
16	Portico Estates	15	5		**Totals**	**9,738**	**2,774**

Assuming that 2,774 of the 9,738 planned units are completed over a six (6) year period, there would be an average of 462 new housing units per year. To determine the impact of the new housing development, each new housing unit is multiplied by the student yield rate. Currently the District student yield rate is 0.3641 students per housing unit. This breaks down as follows:

Grade	District	State
K-6	0.2816	0.40
7-8	0.0825	0.10
Total	0.3641	0.50

The yield rate used for new construction eligibility determination in the State building program is 0.50 students per home for K-8 districts. The yield rate in the Buckeye Union School District is lower than the State average.

Buckeye Union School District
New Development Construction
Housing Units per Year

School	18/19 Year 1	19/20 Year 2	20/21 Year 3	21/22 Year 4	22/23 Year 5	23/24 Year 6	Totals
Blue Oak Elem	0	0	0	0	11	12	23
Brooks Elem	54	87	145	151	146	95	678
Buckeye Elem	0	0	0	20	35	41	96
Oak Meadow Elem	6	16	16	16	0	0	54
Silva Valley Elem	20	27	100	100	100	114	461
Silver Dove Elem	5	15	60	170	160	215	625
Valley View Elem	230	157	0	150	150	150	837
Elementary Totals	**315**	**302**	**321**	**607**	**602**	**627**	**2,774**
Camerado Springs Middle	235	172	60	340	356	418	1,581
Rolling Hills Middle	80	130	261	267	246	209	1,193
Middle Totals	**315**	**302**	**321**	**607**	**602**	**627**	**2,774**

Based on these estimated construction rates, the development will generate 115 students next year and a total of 1,010 students in the next six (6) years.

Historic Enrollment and Trends

Buckeye Union School District
Historic Enrollment and Cohorts

	CBEDS Enrollment				Historic Cohorts			Weighted
Grade	14/15	15/16	16/17	17/18	14 to 15	15 to 16	16 to 17	Average
T K	110	91	77	98				
K	403	447	428	421	44	-19	-7	-2.5
1	419	406	470	458	3	23	30	23.2
2	520	438	420	509	19	14	39	27.3
3	475	523	462	456	3	24	36	26.5
4	578	500	550	488	25	27	26	26.2
5	569	581	526	582	3	26	32	25.2
6	555	556	562	550	-13	-19	24	3.5
7	545	563	585	583	8	29	21	21.5
8	526	564	564	600	19	1	15	11.0
Totals	**4,700**	**4,669**	**4,644**	**4,745**	**12.3**	**11.8**	**24.0**	**18.0**
Annual Change:		-31	-25	101				

This chart shows the enrollment by grade level over the past four (4) years. The cohort values were calculated for each grade and each year, along with the weighted average for each grade. A positive cohort value indicates that grade is expected to have more students than the previous grade last year. A negative value would mean that the grade has fewer students compared to the previous grade last year.

In general, a positive cohort is representative of growth and a negative cohort indicates a decline in enrollment. There are some exceptions. First grade usually has a positive cohort, as there are some students that do not attend kindergarten at public schools but arrive in first grade.

Another important item to notice is the current breakdown by grade level of the student population. Comparing the number of students in the lower grades to the upper grades can indicate potential increases or decreases in future enrollments. Also, if there is a large class or a small class, it will slowly cause a ripple in the enrollments as it advances a grade each year.

Finally, the annual change at the bottom of this chart indicates the net impact of the changes in enrollment over the past few years.

School Projections

After the boundary map for each school, there is a chart that shows the projected enrollment for the next six (6) years. These charts indicate the actual enrollment at each school over the past four (4) years along with the projected enrollment for the next six (6) years. In addition, the number of students living in the boundary are shown for the same time period. If there are more students attending than live in the area, then there is a net inflow. If more students live in the boundary than attend the school, then there is a net outflow.

The current capacity is shown on these charts to identify if there will be classroom space available for the students. If space is not available, then the attendance patterns will likely need to change if the additional facilities are not provided. The capacity for each school was determined by using the following loading standards for each classroom identified:

Grade	Loading Standard
TK-K	48
Full Day K	24
1-3	24
4-5	32
6-8	32

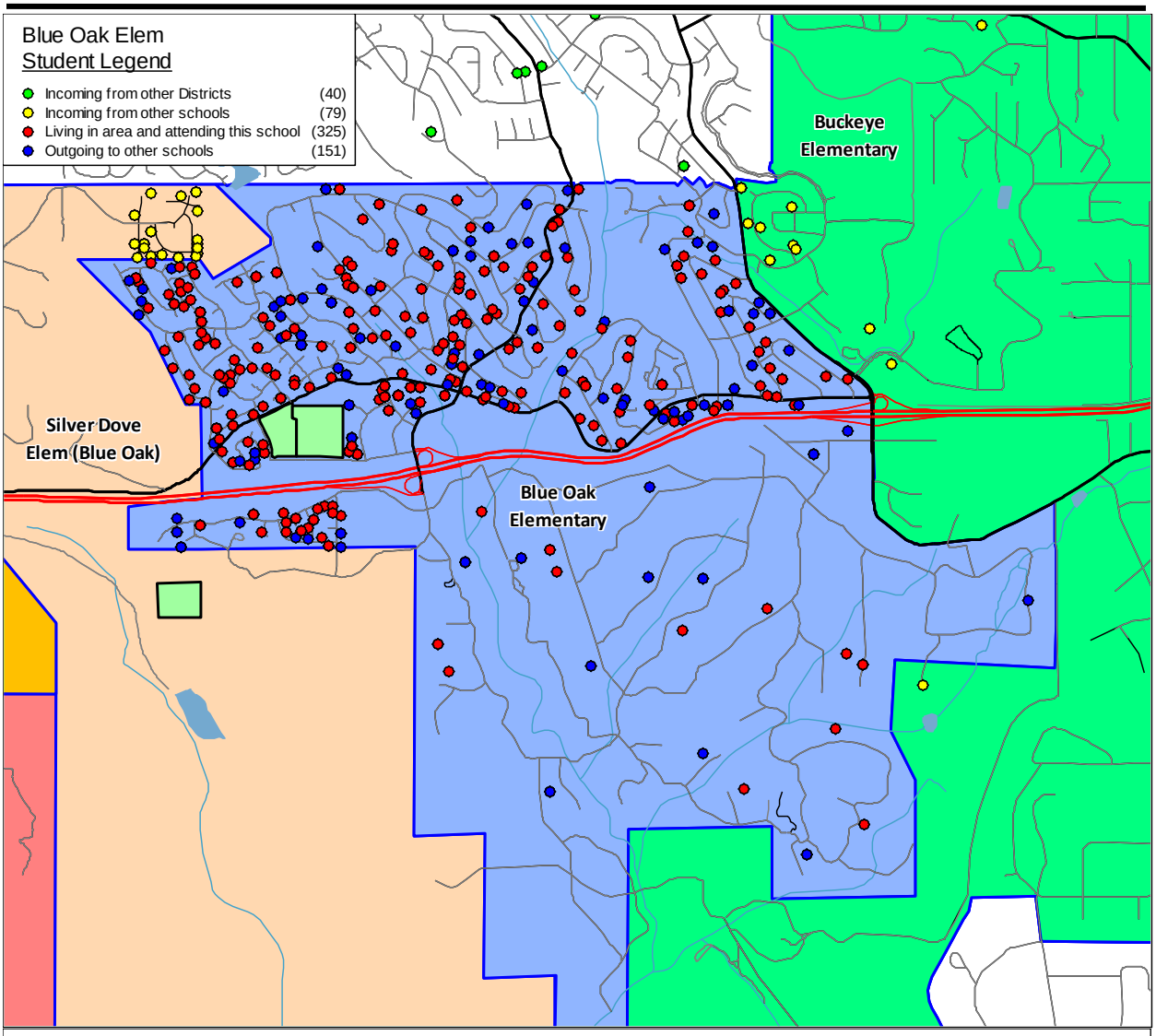
These loading standards are based on the current loading factors used this year and may change based on the level of funding for schools in the future.

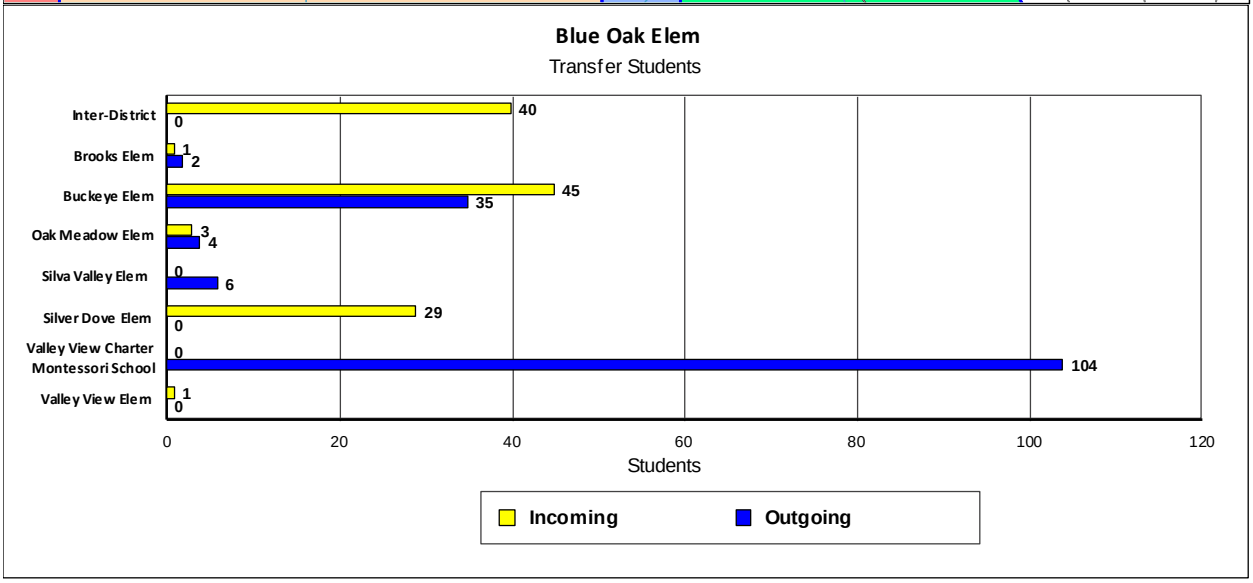
Backup data is provided below each projection chart that shows the calculations of the cohort factors used to determine the enrollment projections for each school.

The number of students living in the boundary are shown, which are then used to generate the cohort factors. The weighted average of the three (3) years was determined with the current year weighted 50%, the prior year 33.3% and the last year 16.7%. This gives the current trends more value in determining the projections. Those cohorts are then used to determine the students who will be residing in each attendance area for the following years. The kindergarten enrollment is projected using the birth data instead of the cohort factor shown here.

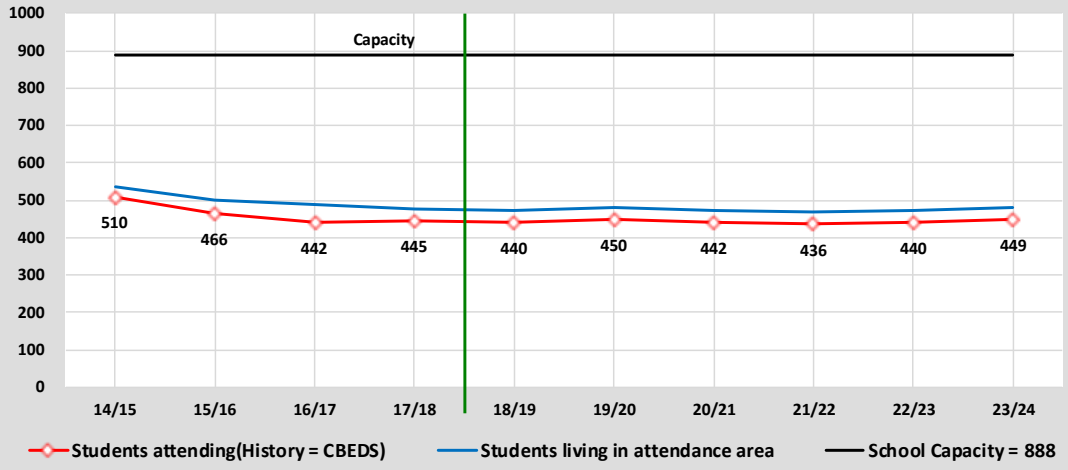
The Attendance Factors were determined by analyzing the current year of students to see how many Inter- and Intra-District transfers there are. Once the baseline projections are calculated for the residents in the attendance area, the Intra-District and Inter-District factors are applied to determine the projected enrollment for each school.

The last three (3) columns in the chart, Current Enrollment, 18/19 Projection, and Net Change, show the current enrollment, next year's projection and net change in enrollment for next year. These are compared by grade to show the details needed for staffing and classroom needs.


Blue Oak Elem
Student Legend
Incoming from other Districts (40)
Incoming from other schools (79)
Living in area and attending this school (325)
Outgoing to other schools (151)
Buckeye Elementary
Silver Dove Elem (Blue Oak)
Blue Oak Elementary


Blue Oak Elem
Transfer Students
Inter-District 40 0
Brooks Elem 1 2
Buckeye Elem 45 35
Oak Meadow Elem 3 4
Silva Valley Elem 0 6
Silver Dove Elem 29 0
Valley View Charter Montessori School 0 104
Valley View Elem 1 0
0 20 40 60 80 100 120
Students
Incoming
Outgoing

Capacity & Projected Enrollment
Blue Oak Elem



District Loading Standards
Traditional School
All Portables Loaded
Classroom Count = 29
Grades Served = TK - 5

Classroom Needs Timeline

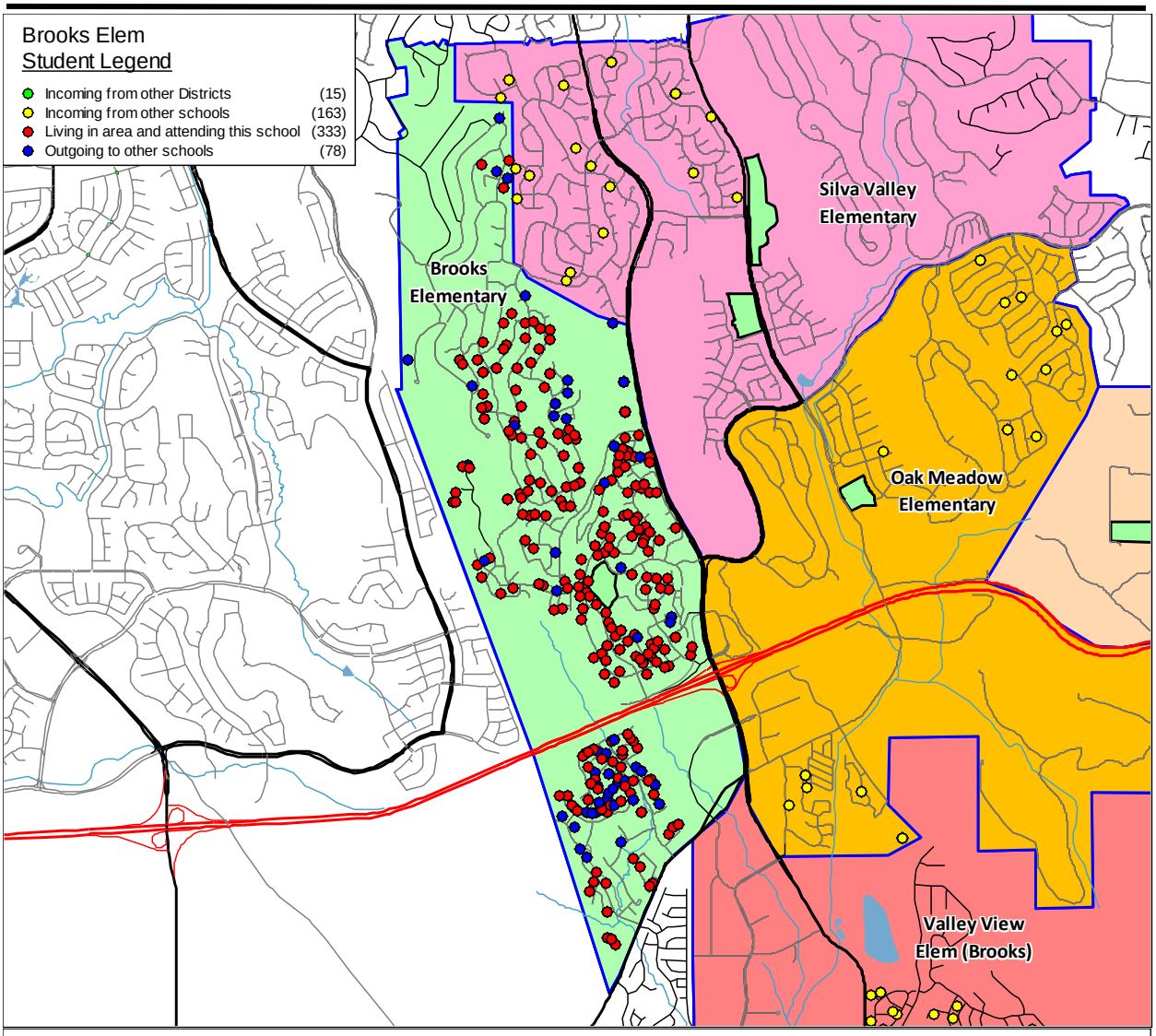
Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
17/18	445	3	0	888	0	0	-13	443	
18/19	440	-5	0	888	0	0	-13	448	0
19/20	450	10	0	888	0	0	-14	438	0
20/21	442	-8	0	888	0	0	-14	446	0
21/22	436	-6	0	888	0	0	-14	452	0
22/23	440	4	0	888	0	0	-13	448	11
23/24	449	9	0	888	0	0	-13	439	12

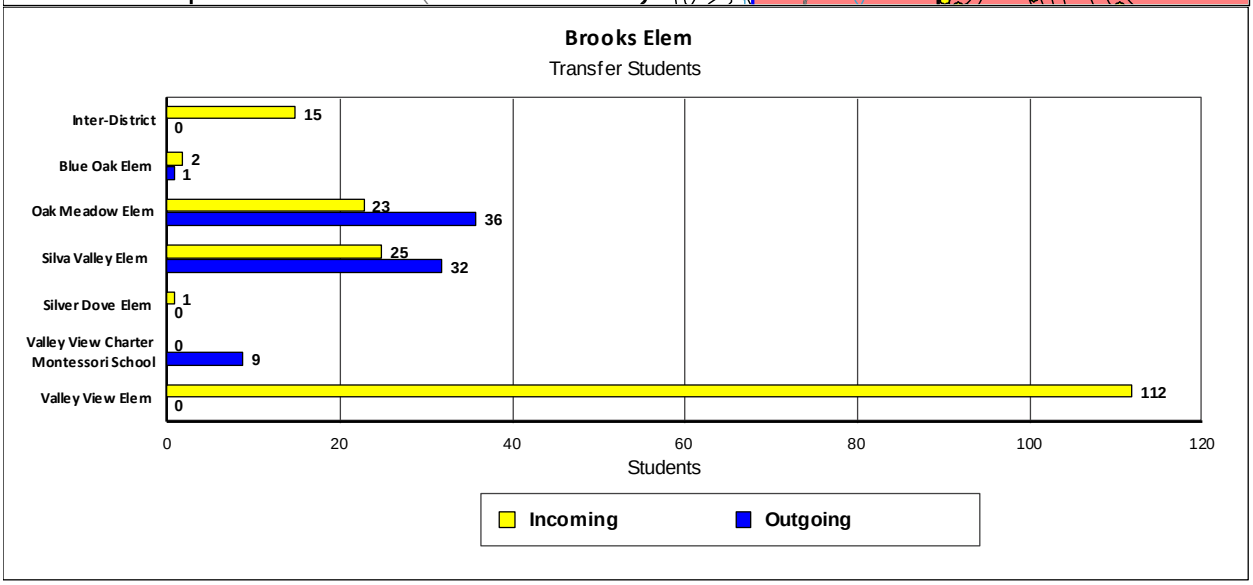
* Based on Students Attending (Squares on Graph)
Classroom Count = 29

Blue Oak Elem

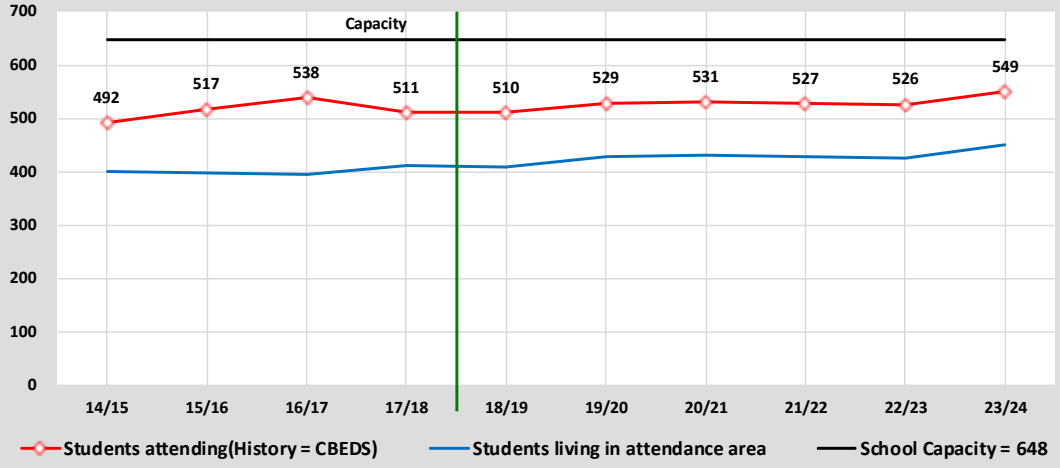
YEAR:	Students in boundary				Historic Cohorts			Weighted	Attendance Factors		Current	18/19	Net
Grade	14/15	15/16	16/17	17/18	14 to 15	15 to 16	16 to 17	Average	Intra	Inter	Enrollment	Projection	Change
TK	17	16	16	17							22	23	1
K	83	71	70	66	-12	-1	-4	0	-16.7%	6.1%	59	62	3
1	70	84	74	74	1	3	4	3	-14.9%	10.8%	71	65	-6
2	79	67	87	84	-3	3	10	6	-25.0%	7.1%	69	64	-5
3	84	76	72	84	-3	5	-3	0	-14.3%	6.0%	77	76	-1
4	105	92	77	70	8	1	-2	1	-24.3%	11.4%	61	75	14
5	98	94	93	81	-11	1	4	1	-4.9%	11.1%	86	75	-11
Totals	**536**	**500**	**489**	**476**	**-3.3**	**2.0**	**1.5**	**1.8**	**-16.7%**	**8.8%**	**445**	**440**	**-5**

There are 33 total classrooms at Blue Oak Elementary. Three (3) are used for small group instruction and one (1) is used for EDCOE.


Brooks Elem
Student Legend
Incoming from other Districts (15)
Incoming from other schools (163)
Living in area and attending this school (333)
Outgoing to other schools (78)
Brooks Elementary
Silva Valley Elementary
Oak Meadow Elementary
Valley View Elem (Brooks)


Brooks Elem
Transfer Students
Inter-District 15 0
Blue Oak Elem 2 1
Oak Meadow Elem 23 36
Silva Valley Elem 25 32
Silver Dove Elem 1 0
Valley View Charter Montessori School 0 9
Valley View Elem 112 0
0 20 40 60 80 100 120
Students
Incoming
Outgoing

Capacity & Projected Enrollment
Brooks Elem



District Loading Standards
Traditional School
All Portables Loaded
Classroom Count = 22
Grades Served = TK - 5

Classroom Needs Timeline

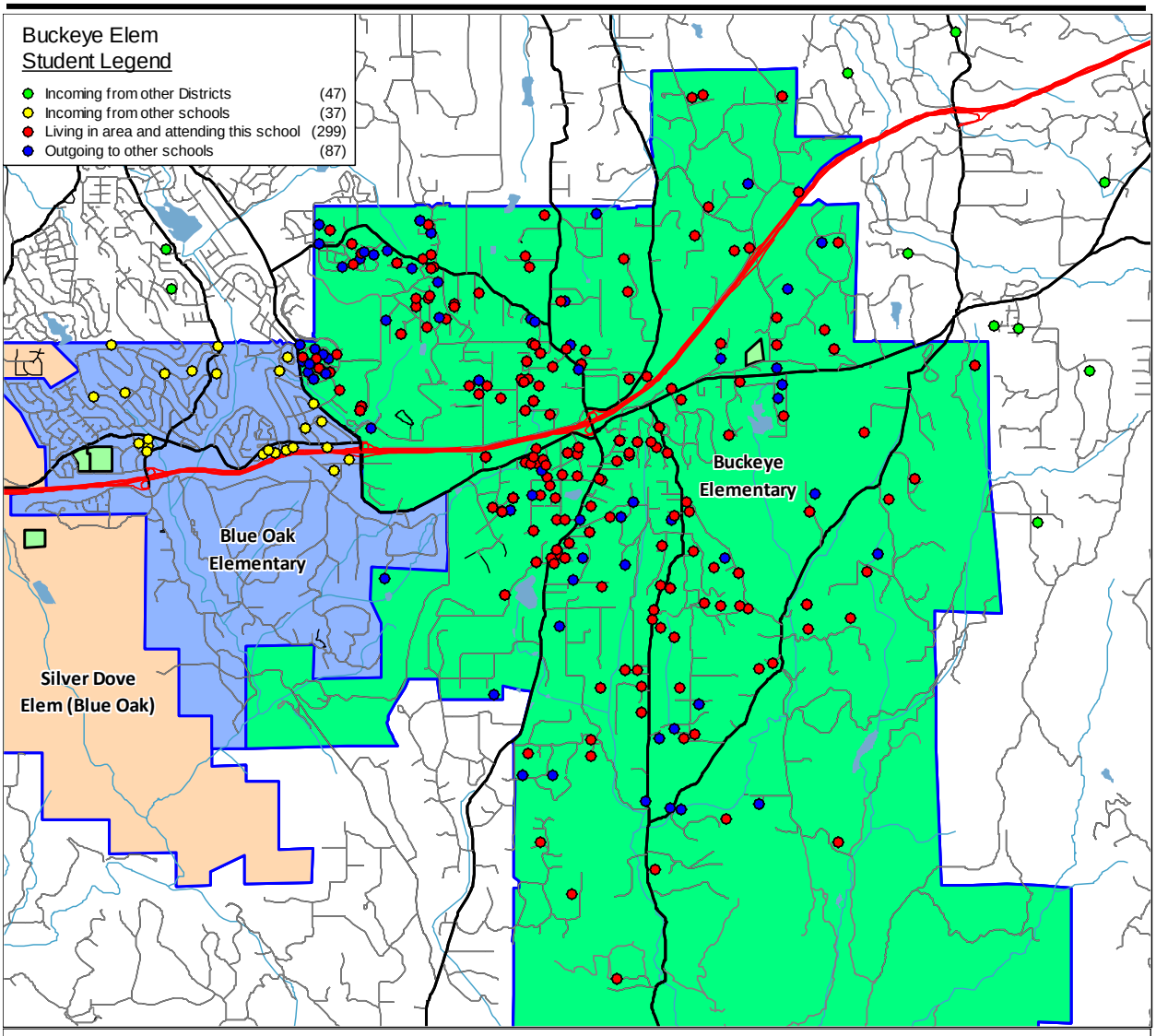
Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
17/18	511	-27	0	648	0	0	-4	137	
18/19	510	-1	0	648	0	0	-4	138	54
19/20	529	19	0	648	0	0	-4	119	87
20/21	531	2	0	648	0	0	-4	117	145
21/22	527	-4	0	648	0	0	-4	121	151
22/23	526	-1	0	648	0	0	-4	122	146
23/24	549	23	0	648	0	0	-3	99	95

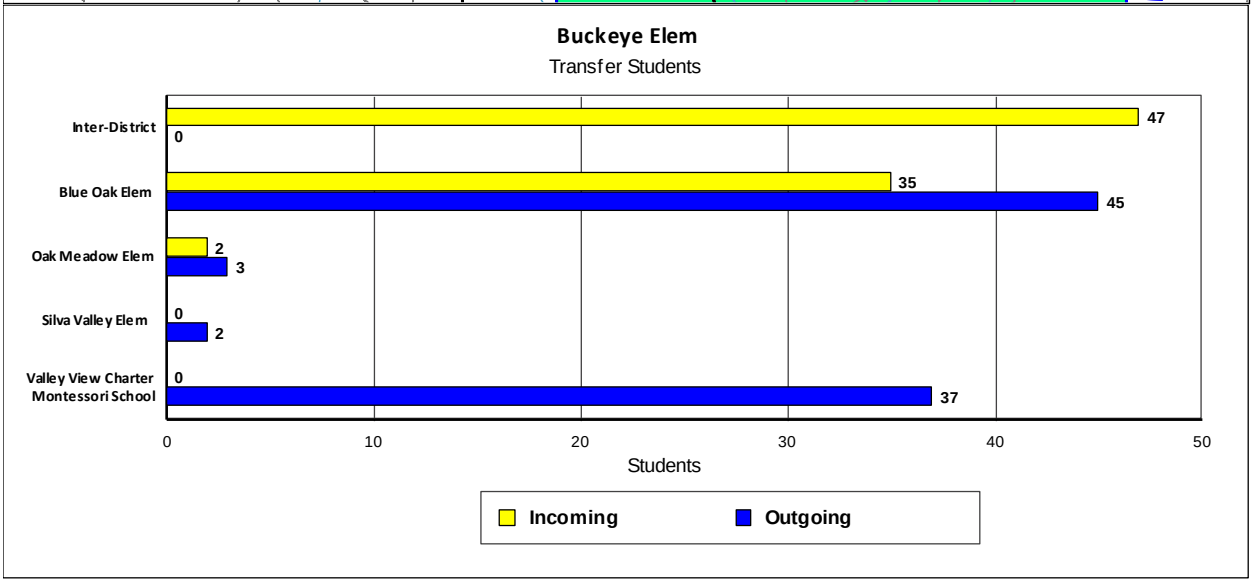
* Based on Students Attending (Squares on Graph)
Classroom Count = 22

Brooks Elem

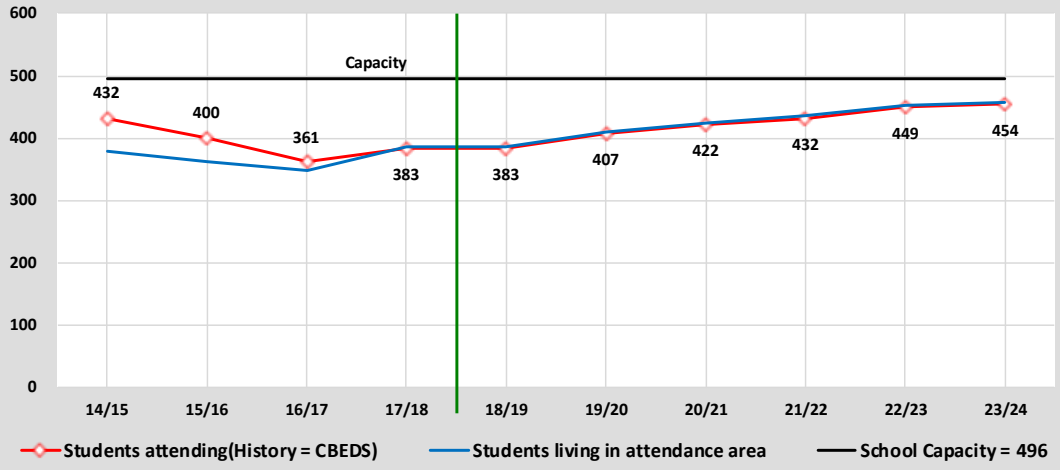
YEAR:	Students in boundary				Historic Cohorts			Weighted	Attendance Factors		Current	18/19	Net
Grade	14/15	15/16	16/17	17/18	14 to 15	15 to 16	16 to 17	Average	Intra	Inter	Enrollment	Projection	Change
T K	17	16	12	17							23	27	4
K	59	63	53	40	4	-10	-13	0	35.0%	5.0%	56	64	8
1	50	60	67	62	1	4	9	6	24.2%	9.7%	83	67	-16
2	66	57	61	73	7	1	6	5	32.9%	1.4%	98	93	-5
3	58	74	57	68	8	0	7	5	20.6%	1.5%	83	94	11
4	73	53	83	67	-5	9	10	7	9.0%	4.5%	76	85	9
5	76	75	61	84	2	8	1	4	7.1%	2.4%	92	80	-12
Totals	**399**	**398**	**394**	**411**	**2.8**	**2.0**	**3.3**	**4.5**	**21.5%**	**4.1%**	**511**	**510**	**-1**

There are 25 total classrooms at Brooks Elementary. Two (2) are used for small group instruction and one (1) is used for EDCOE.


Buckeye Elem
Student Legend
Incoming from other Districts (47)
Incoming from other schools (37)
Living in area and attending this school (299)
Outgoing to other schools (87)
Buckeye Elementary
Blue Oak Elementary
Silver Dove Elem (Blue Oak)


Buckeye Elem
Transfer Students
Inter-District
Blue Oak Elem
Oak Meadow Elem
Silva Valley Elem
Valley View Charter Montessori School
47
0
35
45
2
3
0
2
0
37
0
10
20
30
40
50
Students
Incoming
Outgoing

Capacity & Projected Enrollment
Buckeye Elem



District Loading Standards
Traditional School
All Portables Loaded
Classroom Count = 19
Grades Served = K - 5

Classroom Needs Timeline

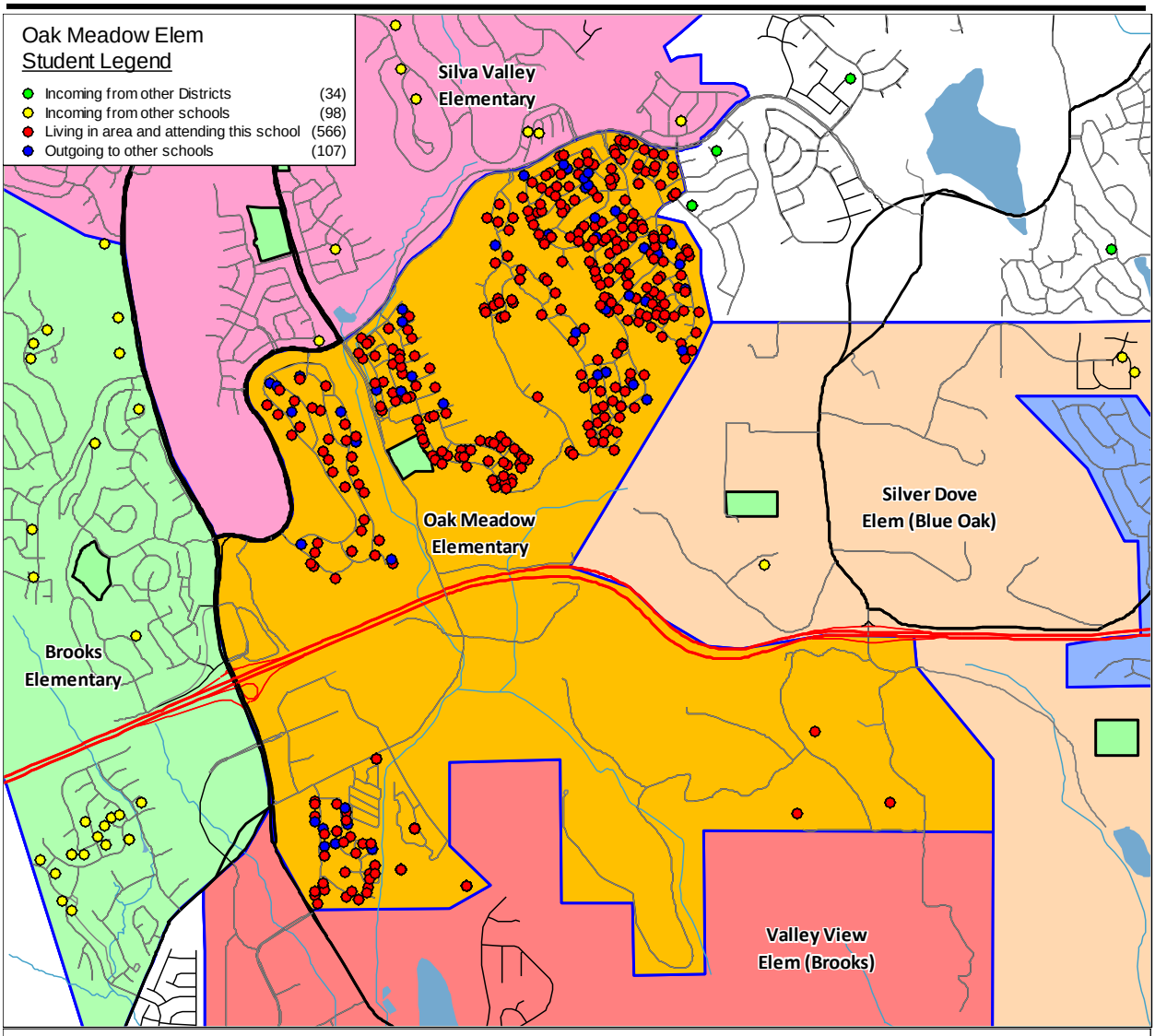
Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
17/18	383	22	0	496	0	0	-4	113	
18/19	383	0	0	496	0	0	-4	113	0
19/20	407	24	0	496	0	0	-3	89	0
20/21	422	15	0	496	0	0	-3	74	0
21/22	432	10	0	496	0	0	-2	64	20
22/23	449	17	0	496	0	0	-2	47	35
23/24	454	5	0	496	0	0	-2	42	41

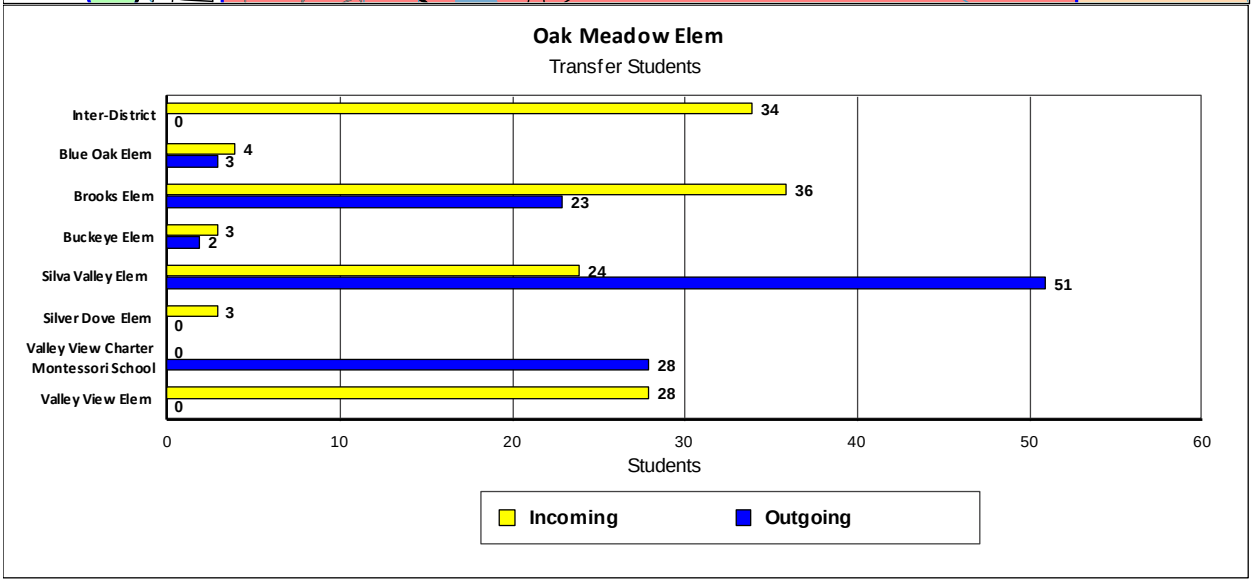
* Based on Students Attending (Squares on Graph)
Classroom Count = 19

Buckeye Elem

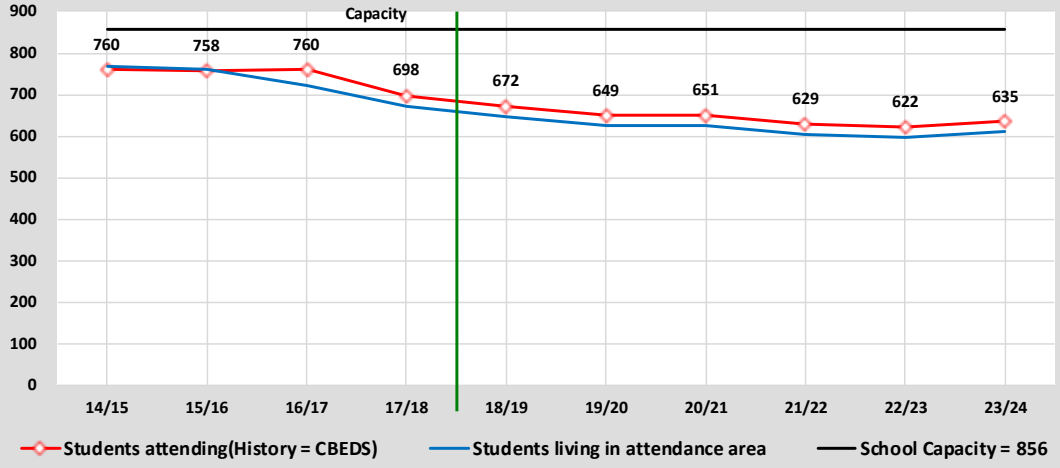
YEAR:	Students in boundary				Historic Cohorts			Weighted	Attendance Factors		Current	18/19	Net
Grade	14/15	15/16	16/17	17/18	14 to 15	15 to 16	16 to 17	Average	Intra	Inter	Enrollment	Projection	Change
T K	7	3	8	7							1	0	-1
K	56	61	56	72	5	-5	16	1	-12.5%	16.7%	75	68	-7
1	56	54	63	61	-2	2	5	3	-13.1%	1.6%	54	68	14
2	64	55	55	66	-1	1	3	2	-10.6%	10.6%	66	63	-3
3	51	66	51	57	2	-4	2	0	-7.0%	14.0%	61	70	9
4	73	49	68	52	-2	2	1	1	-1.9%	17.3%	60	66	6
5	71	73	47	71	0	-2	3	1	-21.1%	14.1%	66	48	-18
Totals	**378**	**361**	**348**	**386**	**0.3**	**-1.0**	**5.0**	**1.3**	**-11.0%**	**12.4%**	**383**	**383**	**0**

There are 25 total classrooms at Buckeye Elementary. Three (3) are used for small group instruction and three (3) are used for EDCOE. The two (2) kindergarten classrooms operate a full day kindergarten program.


Oak Meadow Elem
Student Legend
Incoming from other Districts (34)
Incoming from other schools (98)
Living in area and attending this school (566)
Outgoing to other schools (107)
Silva Valley Elementary
Oak Meadow Elementary
Silver Dove Elem (Blue Oak)
Brooks Elementary
Valley View Elem (Brooks)


Oak Meadow Elem
Transfer Students
Inter-District 34 0
Blue Oak Elem 4 3
Brooks Elem 36 23
Buckeye Elem 3 2
Silva Valley Elem 24 51
Silver Dove Elem 3 0
Valley View Charter Montessori School 0 28
Valley View Elem 28 0
0 10 20 30 40 50 60
Students
Incoming
Outgoing

Capacity & Projected Enrollment
Oak Meadow Elem



District Loading Standards
Traditional School
All Portables Loaded
Classroom Count = 29
Grades Served = TK - 5

Classroom Needs Timeline

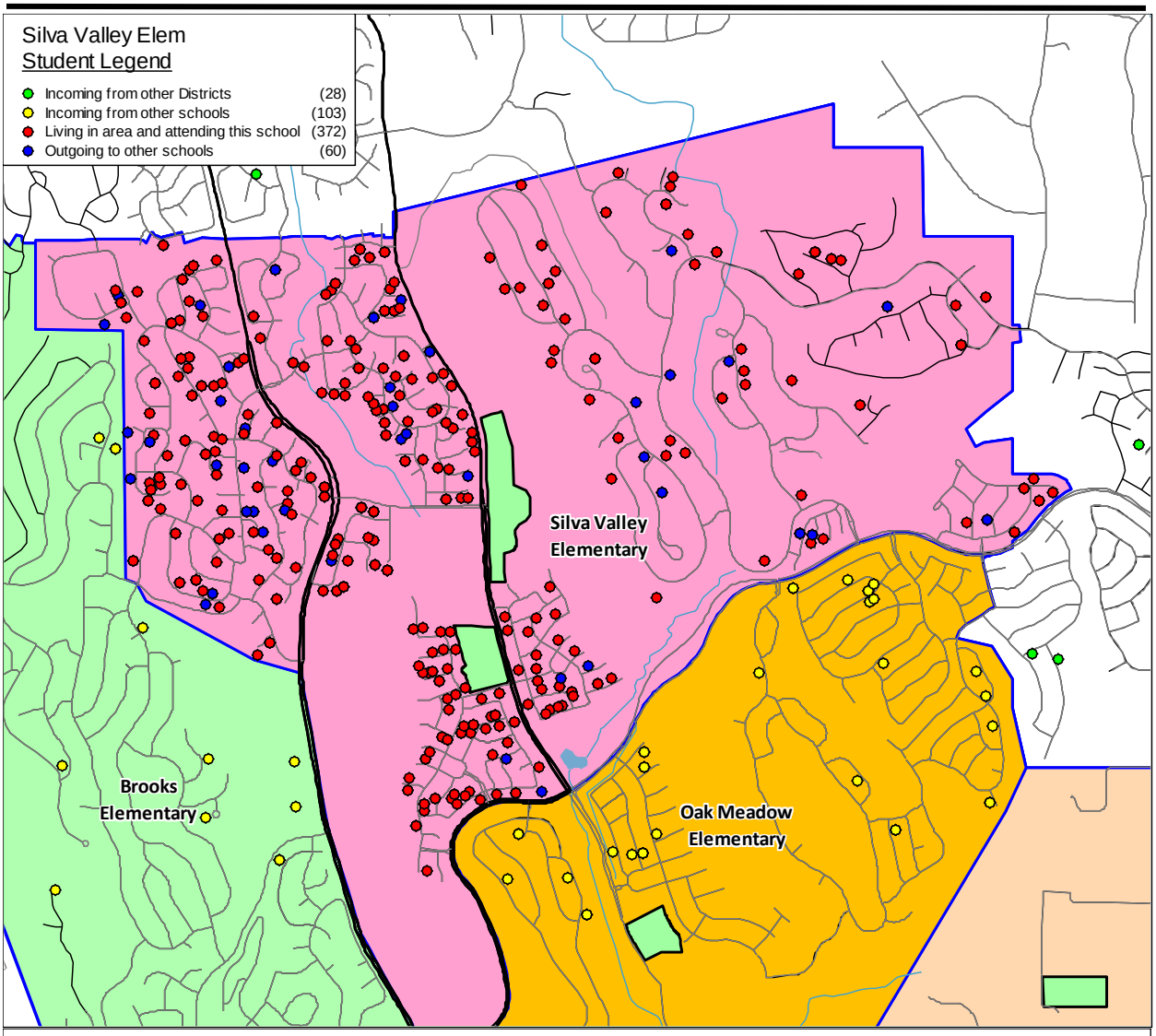
Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
17/18	698	-62	0	856	0	0	-5	158	
18/19	672	-26	0	856	0	0	-7	184	6
19/20	649	-23	0	856	0	0	-7	207	16
20/21	651	2	0	856	0	0	-7	205	16
21/22	629	-22	0	856	0	0	-7	227	16
22/23	622	-7	0	856	0	0	-7	234	0
23/24	635	13	0	856	0	0	-7	221	0

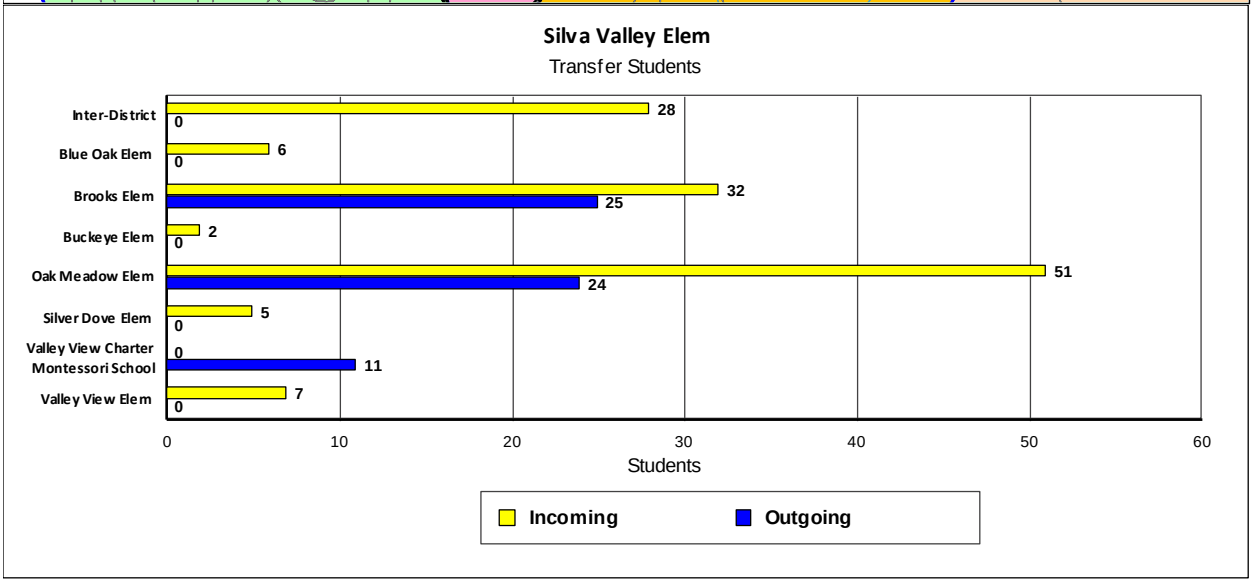
* Based on Students Attending (Squares on Graph)
Classroom Count = 29

Oak Meadow Elem

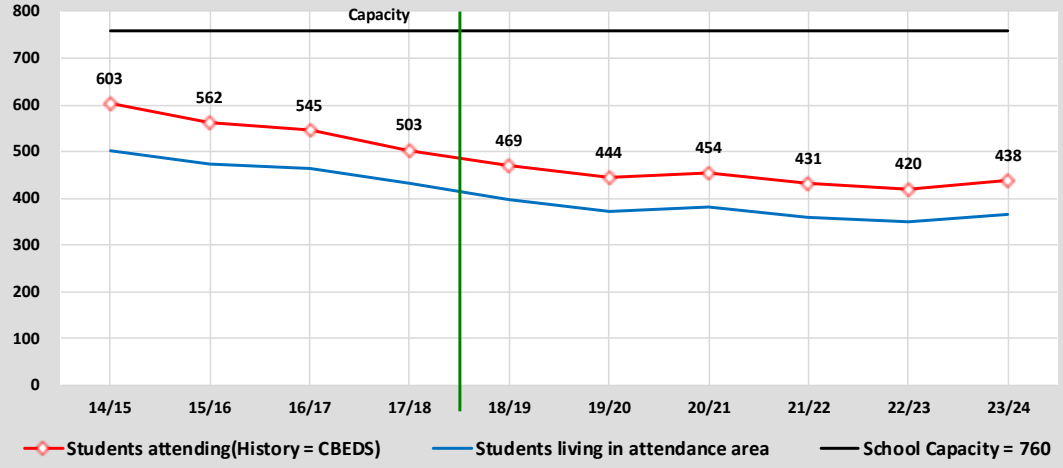
YEAR:	Students in boundary				Historic Cohorts			Weighted	Attendance Factors		Current	18/19	Net
Grade	14/15	15/16	16/17	17/18	14 to 15	15 to 16	16 to 17	Average	Intra	Inter	Enrollment	Projection	Change
T K	33	31	24	33							20	25	5
K	84	106	99	77	22	-7	-22	1	2.6%	5.2%	83	94	11
1	104	88	114	99	4	8	0	3	-4.0%	5.1%	100	80	-20
2	137	108	89	114	4	1	0	1	-7.9%	0.9%	106	91	-15
3	135	126	120	91	-11	12	2	3	0.0%	7.7%	98	123	25
4	150	137	131	127	2	5	7	6	0.0%	3.9%	132	101	-31
5	125	165	144	132	15	7	1	5	11.4%	9.1%	159	158	-1
Totals	**768**	**761**	**721**	**673**	**6.0**	**4.3**	**-2.0**	**3.2**	**0.3%**	**5.3%**	**698**	**672**	**-26**

There are 31 total classrooms at Oak Meadow Elementary. Two (2) are used for small group instruction.


Silva Valley Elem
Student Legend
Incoming from other Districts (28)
Incoming from other schools (103)
Living in area and attending this school (372)
Outgoing to other schools (60)
Silva Valley Elementary
Brooks Elementary
Oak Meadow Elementary


Silva Valley Elem
Transfer Students
Inter-District 28 0
Blue Oak Elem 6 0
Brooks Elem 32 25
Buckeye Elem 2 0
Oak Meadow Elem 51 24
Silver Dove Elem 5 0
Valley View Charter Montessori School 0 11
Valley View Elem 7 0
0 10 20 30 40 50 60
Students
Incoming
Outgoing

Capacity & Projected Enrollment
Silva Valley Elem



District Loading Standards
Traditional School
All Portables Loaded
Classroom Count = 25
Grades Served = TK - 5

Classroom Needs Timeline

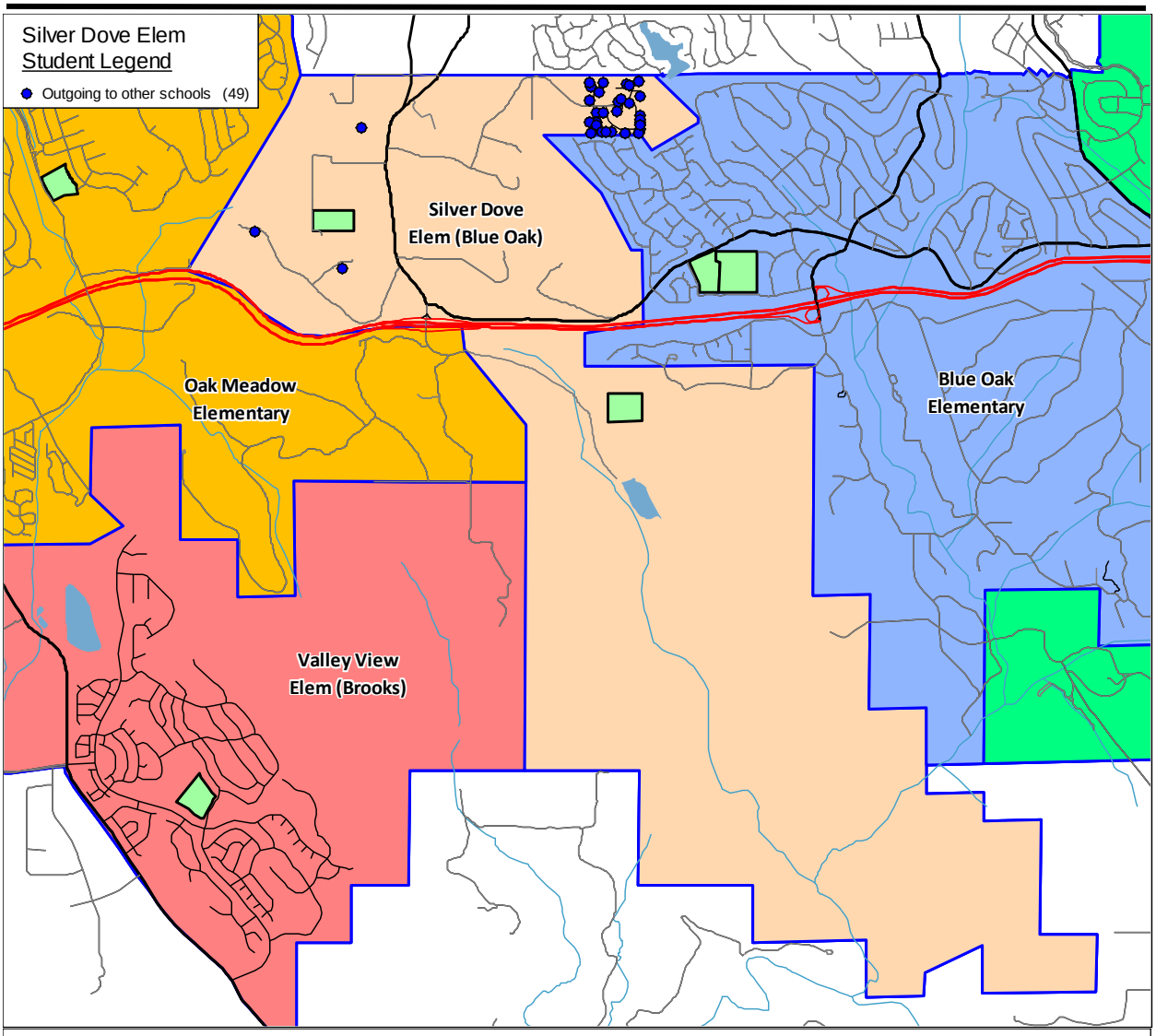
Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
17/18	503	-42	0	760	0	0	-8	257	
18/19	469	-34	0	760	0	0	-9	291	20
19/20	444	-25	0	760	0	0	-11	316	27
20/21	454	10	0	760	0	0	-10	306	100
21/22	431	-23	0	760	0	0	-11	329	100
22/23	420	-11	0	760	0	0	-11	340	100
23/24	438	18	0	760	0	0	-10	322	114

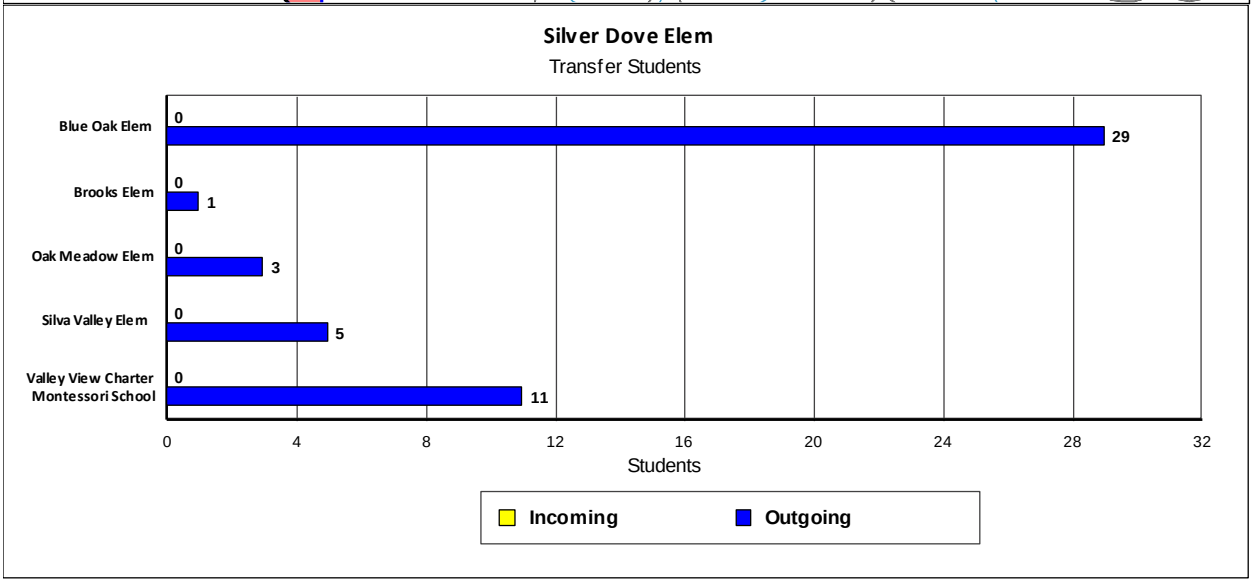
* Based on Students Attending (Squares on Graph)
Classroom Count = 25

Silva Valley Elem

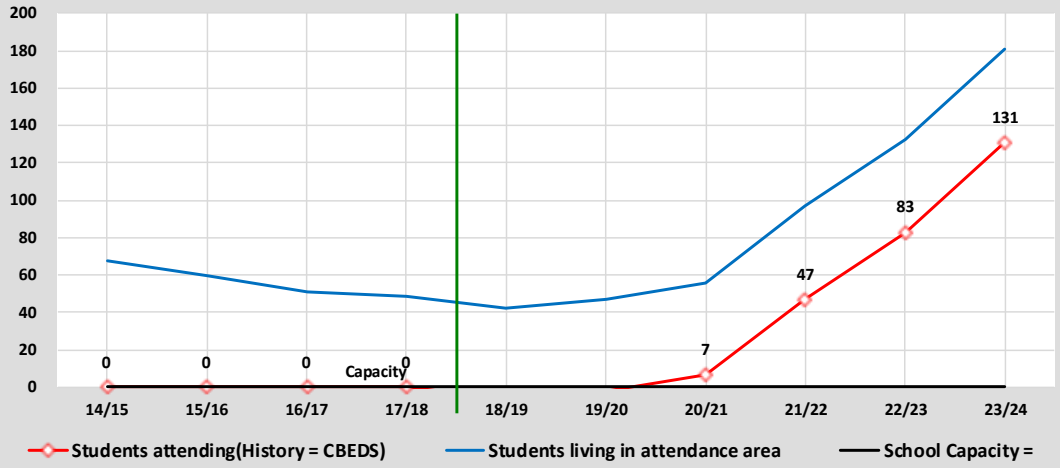
YEAR:	Students in boundary				Historic Cohorts			Weighted	Attendance Factors		Current	18/19	Net
Grade	14/15	15/16	16/17	17/18	14 to 15	15 to 16	16 to 17	Average	Intra	Inter	Enrollment	Projection	Change
T K	30	15	8	30							16	21	5
K	41	76	69	37	35	-7	-32	0	67.6%	10.8%	66	73	7
1	76	43	77	63	2	1	-6	-1	17.5%	6.3%	78	51	-27
2	76	79	44	78	3	1	1	1	6.4%	7.7%	89	75	-14
3	86	79	83	48	3	4	4	4	4.2%	4.2%	52	86	34
4	89	93	87	82	7	8	-1	3	14.6%	9.8%	102	71	-31
5	105	87	95	94	-2	2	7	4	2.1%	4.3%	100	92	-8
Totals	**503**	**472**	**463**	**432**	**8.0**	**1.5**	**-4.5**	**1.8**	**18.7%**	**7.2%**	**503**	**469**	**-34**

There are 28 total classrooms at Silva Valley Elementary. Two (2) are used for small group instruction and one (1) is used for EDCOE.


Silver Dove Elem
Student Legend
Outgoing to other schools (49)
Silver Dove
Elem (Blue Oak)
Oak Meadow
Elementary
Blue Oak
Elementary
Valley View
Elem (Brooks)


Silver Dove Elem
Transfer Students
Blue Oak Elem
0
29
Brooks Elem
0
1
Oak Meadow Elem
0
3
Silva Valley Elem
0
5
Valley View Charter Montessori School
0
11
0
4
8
12
16
20
24
28
32
Students
Incoming
Outgoing

Capacity & Projected Enrollment
Silver Dove Elem



District Loading Standards
Traditional School
All Portables Loaded
Classroom Count =
Grades Served = K - 5

Classroom Needs Timeline

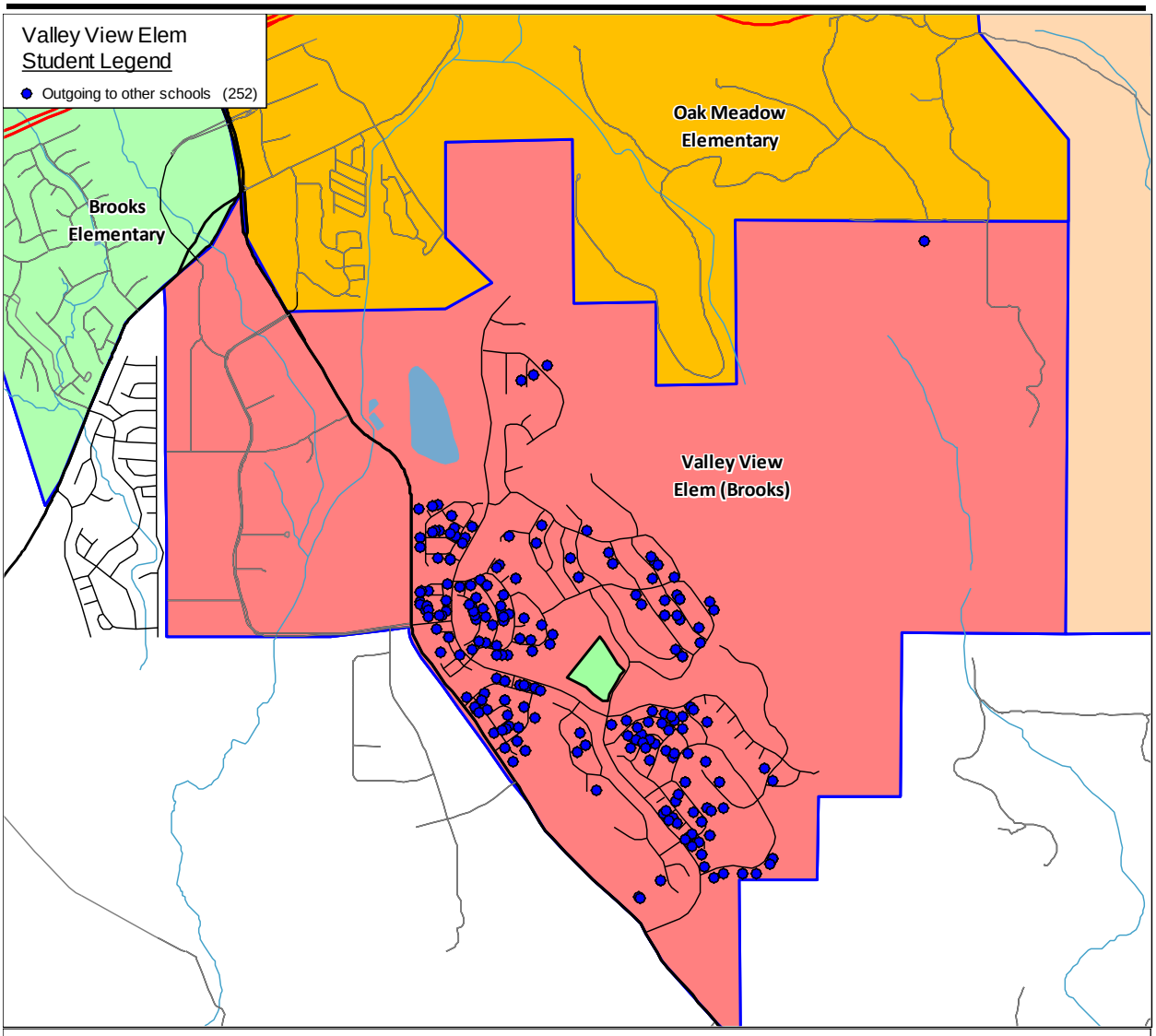
Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
17/18	0	0	0	0	0	0	0	0	
18/19	-7	-7	0	0	0	0	0	7	5
19/20	-2	5	0	0	0	0	0	2	15
20/21	7	9	0	0	7	0	0	0	60
21/22	47	40	0	0	47	2	2	0	170
22/23	83	36	0	0	83	1	3	0	160
23/24	131	48	0	0	131	1	4	0	215

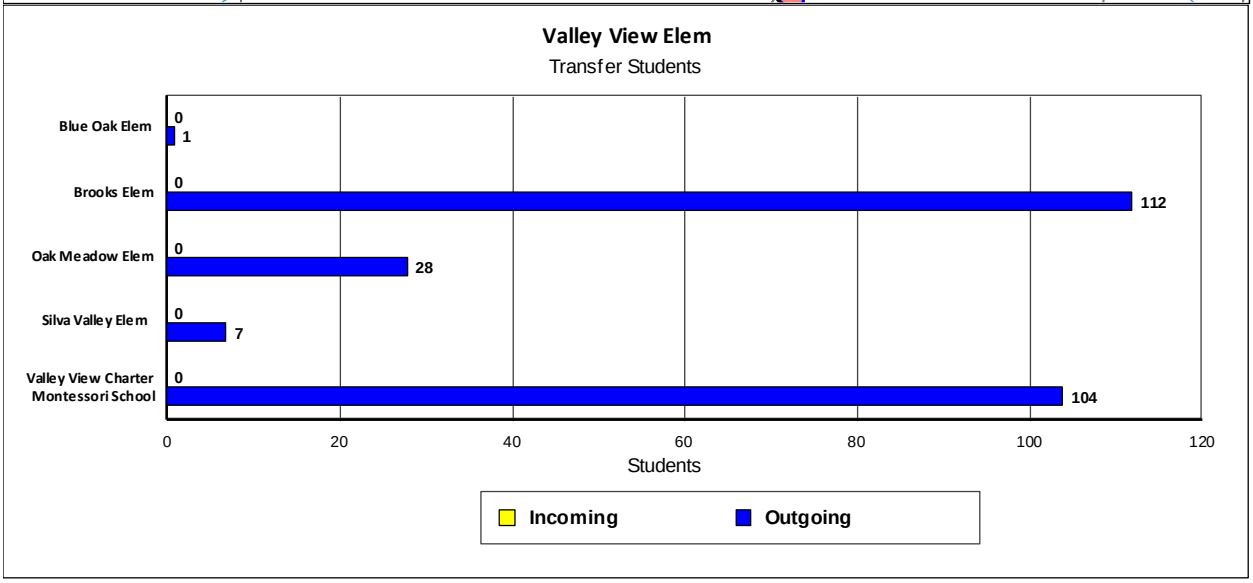
* Based on Students Attending (Squares on Graph)
Classroom Count = 0

Silver Dove Elem

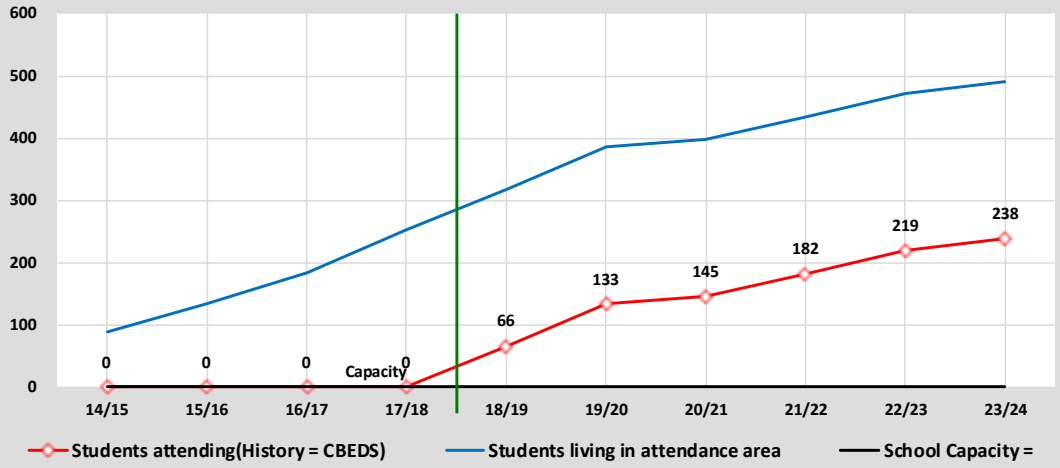
YEAR:	Students in boundary 14/15	15/16	16/17	17/18	Historic Cohorts 14 to 15	15 to 16	16 to 17	Weighted Average	Attendance Factors Intra	Inter	Current Enrollment	18/19 Projection	Net Change
Grade													
T K	1	1	0	1							0	0	0
K	11	4	5	8	-7	1	3	0	-100.0%	0.0%	0	-2	-2
1	4	12	3	6	1	-1	1	0	-100.0%	0.0%	0	2	2
2	15	5	11	5	1	-1	2	1	-100.0%	0.0%	0	2	2
3	12	16	5	11	1	0	0	0	-100.0%	0.0%	0	-6	-6
4	10	12	14	5	0	-2	0	-1	-100.0%	0.0%	0	5	5
5	15	10	13	13	0	1	-1	0	-100.0%	0.0%	0	-8	-8
Totals	**68**	**60**	**51**	**49**	**-0.7**	**-0.3**	**0.8**	**0.0**	**-200.0%**	**0.0%**	**0**	**-7**	**-7**

These students are currently assigned to attend Blue Oak Elementary.


Valley View Elem
Student Legend
Outgoing to other schools (252)
Oak Meadow Elementary
Brooks Elementary
Valley View Elem (Brooks)


Valley View Elem
Transfer Students
Blue Oak Elem
0
1
Brooks Elem
0
112
Oak Meadow Elem
0
28
Silva Valley Elem
0
7
Valley View Charter Montessori School
0
104
0
20
40
60
80
100
120
Students
Incoming
Outgoing

Capacity & Projected Enrollment
Valley View Elem



District Loading Standards
Traditional School
All Portables Loaded
Classroom Count =
Grades Served = K - 5

Classroom Needs Timeline

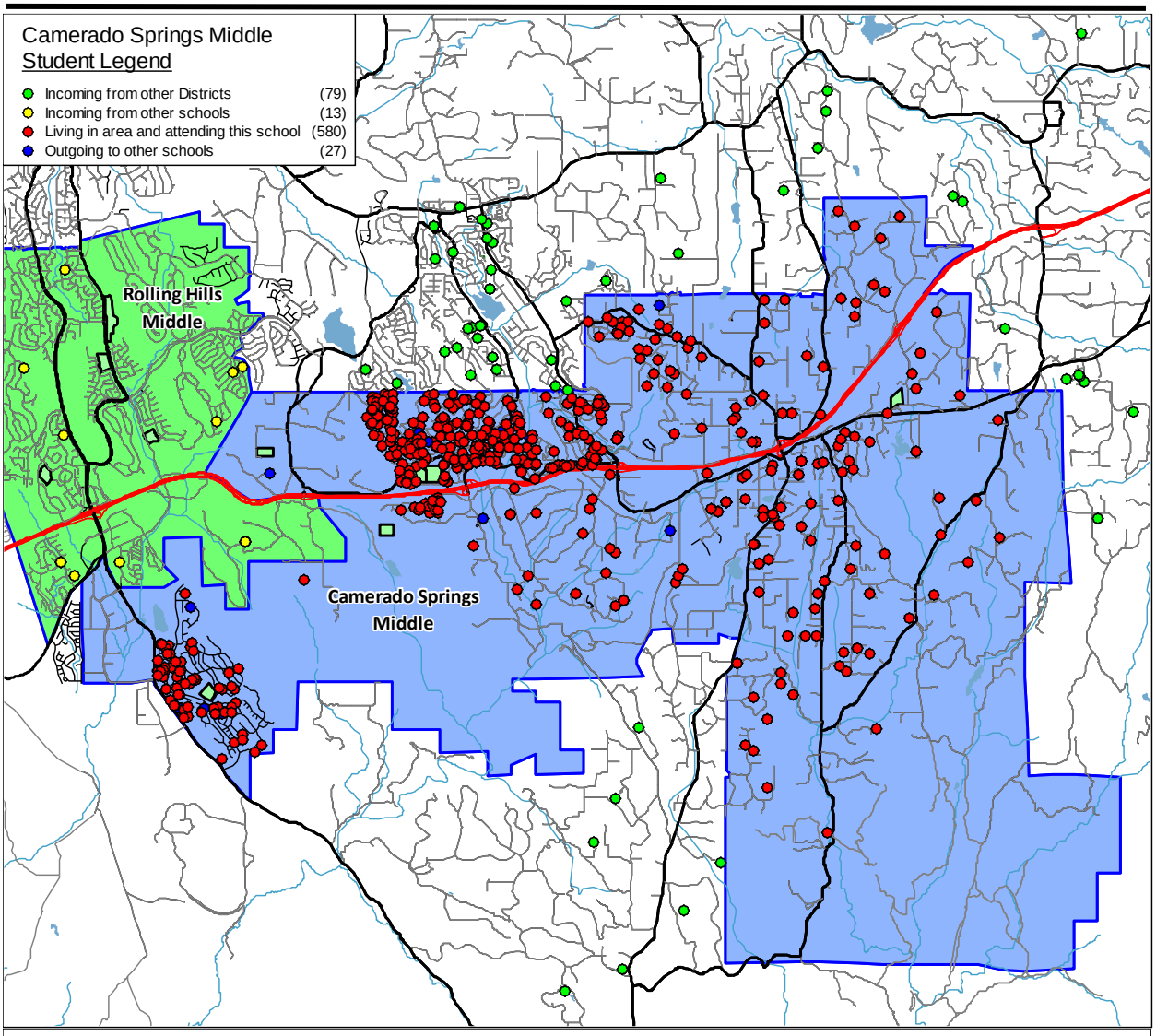
Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
17/18	0	0	0	0	0	0	0	0	
18/19	66	66	0	0	66	3	3	0	230
19/20	133	67	0	0	133	2	5	0	157
20/21	145	12	0	0	145	0	5	0	0
21/22	182	37	0	0	182	1	6	0	150
22/23	219	37	0	0	219	2	8	0	150
23/24	238	19	0	0	238	0	8	0	150

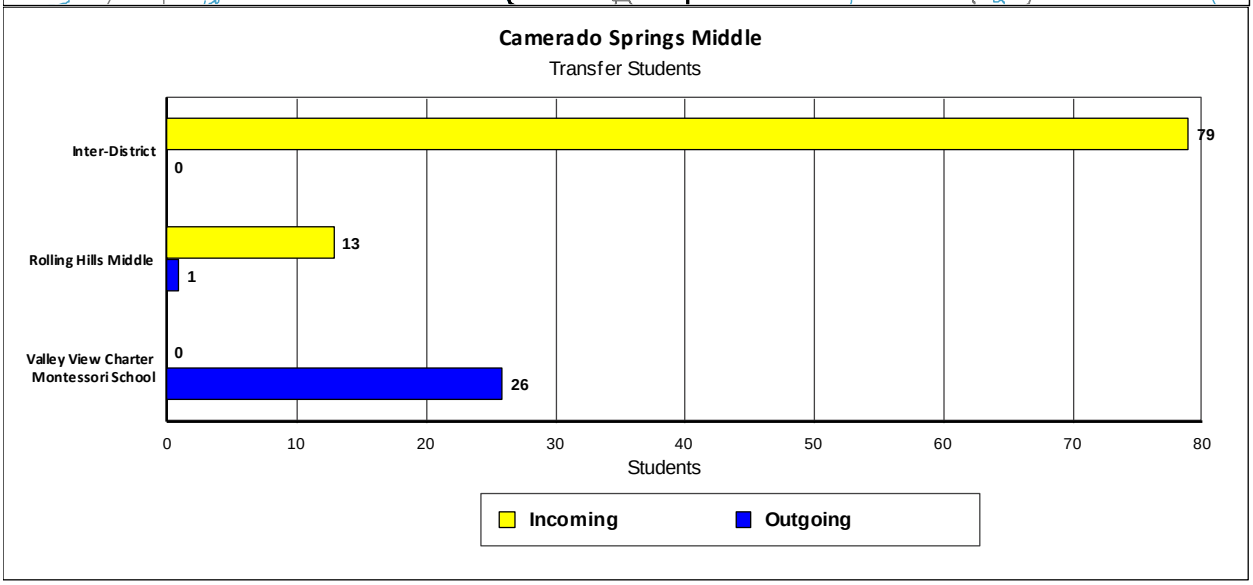
* Based on Students Attending (Squares on Graph)
Classroom Count = 0

Valley View Elem

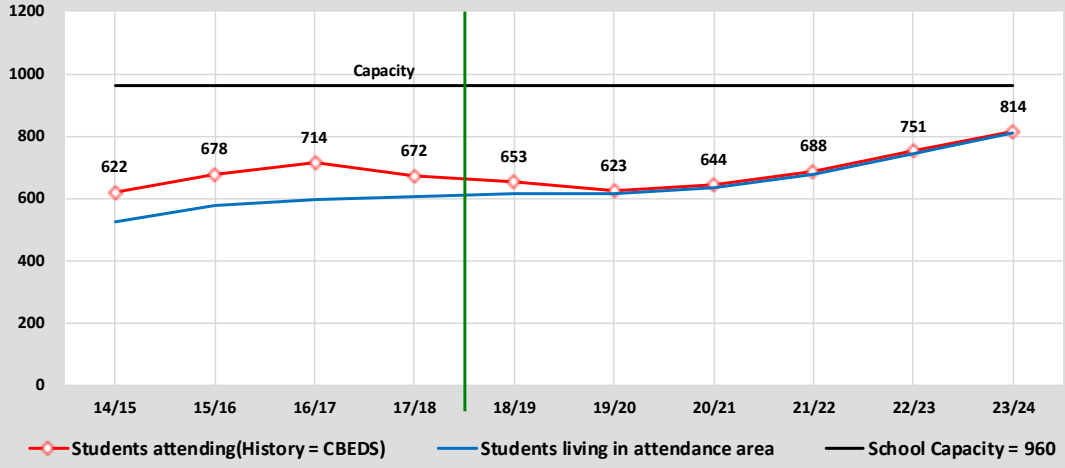
YEAR:	Students in boundary 14/15	15/16	16/17	17/18	Historic Cohorts 14 to 15	15 to 16	16 to 17	Weighted Average	Attendance Factors Intra	Inter	Current Enrollment	18/19 Projection	Net Change
Grade													
T K	5	9	9	5							0	0	0
K	15	28	32	53	13	4	21	0	-100.0%	0.0%	0	-6	-6
1	12	21	37	39	6	9	7	8	-100.0%	0.0%	0	23	23
2	22	17	27	48	5	6	11	8	-100.0%	0.0%	0	2	2
3	8	25	24	41	3	7	14	10	-100.0%	0.0%	0	18	18
4	15	16	30	32	8	5	8	7	-100.0%	0.0%	0	21	21
5	11	17	25	34	2	9	4	5	-100.0%	0.0%	0	8	8
Totals	**88**	**133**	**184**	**252**	**6.2**	**6.7**	**10.8**	**6.3**	**-120.0%**	**0.0%**	**0**	**66**	**66**

These students are currently assigned to attend Brooks Elementary.


Camerado Springs Middle
Student Legend
Incoming from other Districts (79)
Incoming from other schools (13)
Living in area and attending this school (580)
Outgoing to other schools (27)
Rolling Hills Middle
Camerado Springs Middle


Camerado Springs Middle
Transfer Students
Inter-District
0
79
Rolling Hills Middle
13
1
Valley View Charter Montessori School
0
26
0
10
20
30
40
50
60
70
80
Students
Incoming
Outgoing

Capacity & Projected Enrollment
Camerado Springs Middle



District Loading Standards
Traditional School
All Portables Loaded
Classroom Count = 30
Grades Served = 6 - 8

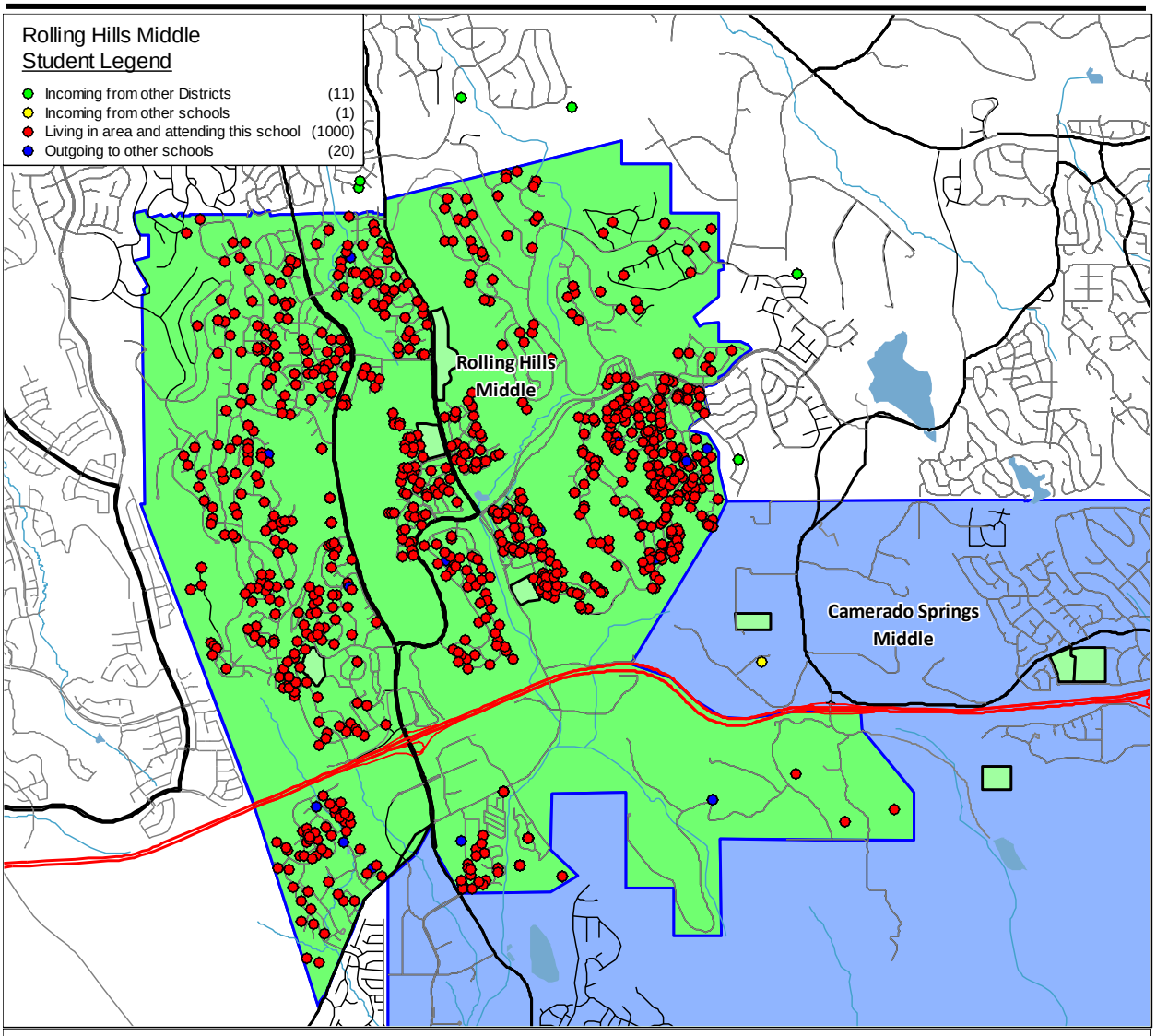
Classroom Needs Timeline

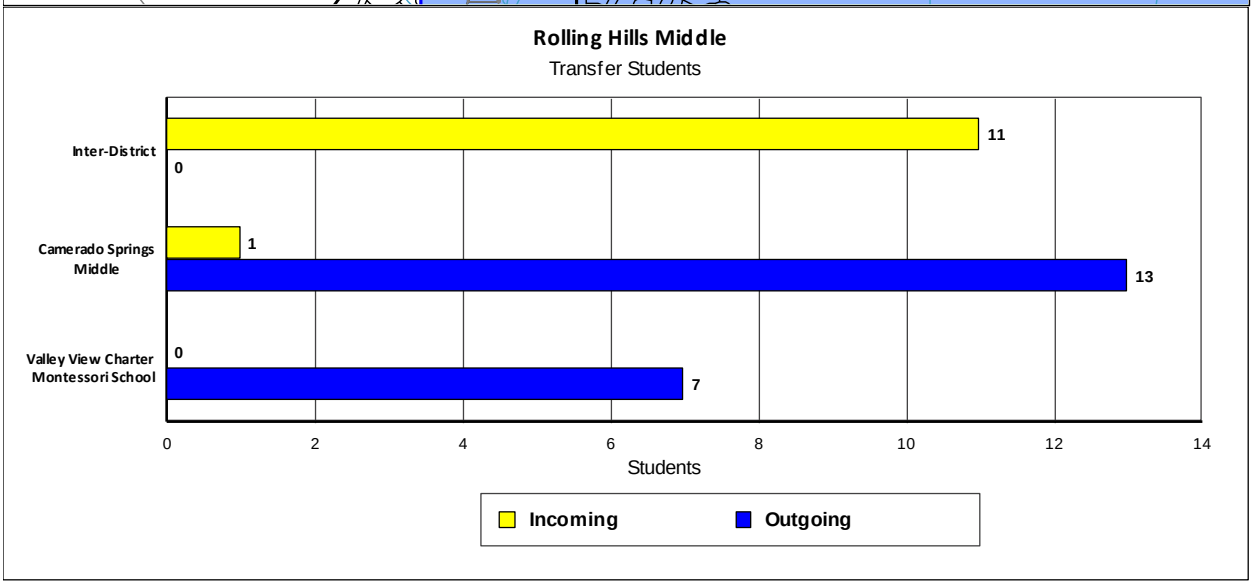
Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
17/18	672	-42	0	960	0	0	-9	288	
18/19	653	-19	0	960	0	0	-10	307	235
19/20	623	-30	0	960	0	0	-11	337	172
20/21	644	21	0	960	0	0	-10	316	60
21/22	688	44	0	960	0	0	-9	272	340
22/23	751	63	0	960	0	0	-7	209	356
23/24	814	63	0	960	0	0	-4	146	418

* Based on Students Attending (Squares on Graph)
Classroom Count = 30

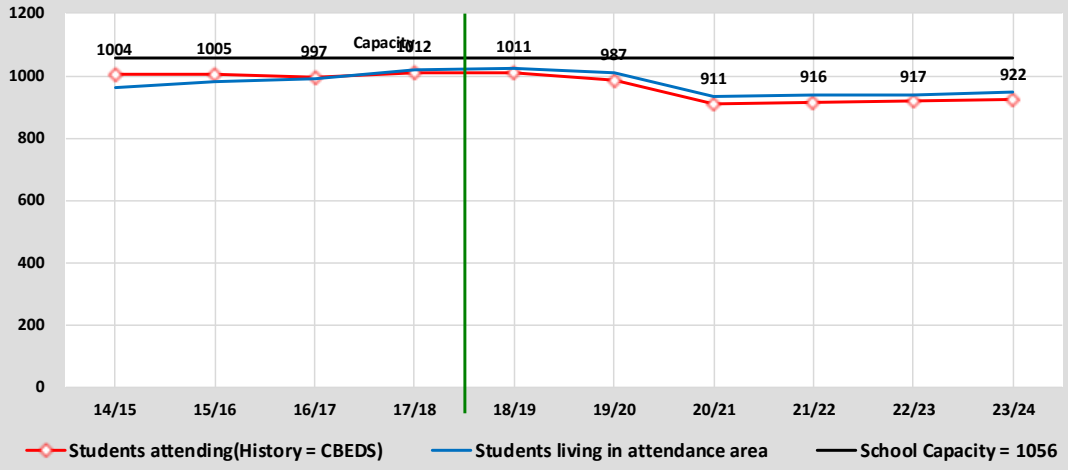
Camerado Springs Middle

YEAR:	Students in boundary				Historic Cohorts			Weighted	Attendance Factors		Current	18/19	Net
Grade	14/15	15/16	16/17	17/18	14 to 15	15 to 16	16 to 17	Average	Intra	Inter	Enrollment	Projection	Change
T K	30	29	33	30							0	0	0
K	165	164	163	199	-1	-1	36	1	0.0%	0.0%	0	0	0
1	142	171	177	180	6	13	17	14	0.0%	0.0%	0	0	0
2	180	144	180	203	2	9	26	16	0.0%	0.0%	0	0	0
3	155	183	152	193	3	8	13	10	0.0%	0.0%	0	0	0
4	203	169	189	159	14	6	7	8	0.0%	0.0%	0	0	0
5	195	194	178	199	-9	9	10	7	0.0%	0.0%	0	0	0
6	190	205	193	189	10	-1	11	7	-11.6%	6.9%	180	203	23
7	176	193	215	199	3	10	6	7	3.0%	18.1%	241	217	-24
8	157	179	187	219	3	-6	4	1	0.9%	13.7%	251	233	-18
Totals	**1593**	**1631**	**1667**	**1770**	**3.4**	**5.2**	**14.4**	**7.9**	**-2.6%**	**12.9%**	**672**	**653**	**-19**


Rolling Hills Middle
Student Legend
Incoming from other Districts (11)
Incoming from other schools (1)
Living in area and attending this school (1000)
Outgoing to other schools (20)
Rolling Hills Middle
Camerado Springs Middle


Rolling Hills Middle
Transfer Students
Inter-District
Camerado Springs Middle
Valley View Charter Montessori School
11
0
1
13
0
7
0
2
4
6
8
10
12
14
Students
Incoming
Outgoing

Capacity & Projected Enrollment
Rolling Hills Middle



District Loading Standards
Traditional School
All Portables Loaded
Classroom Count = 33
Grades Served = 6 - 8

Classroom Needs Timeline

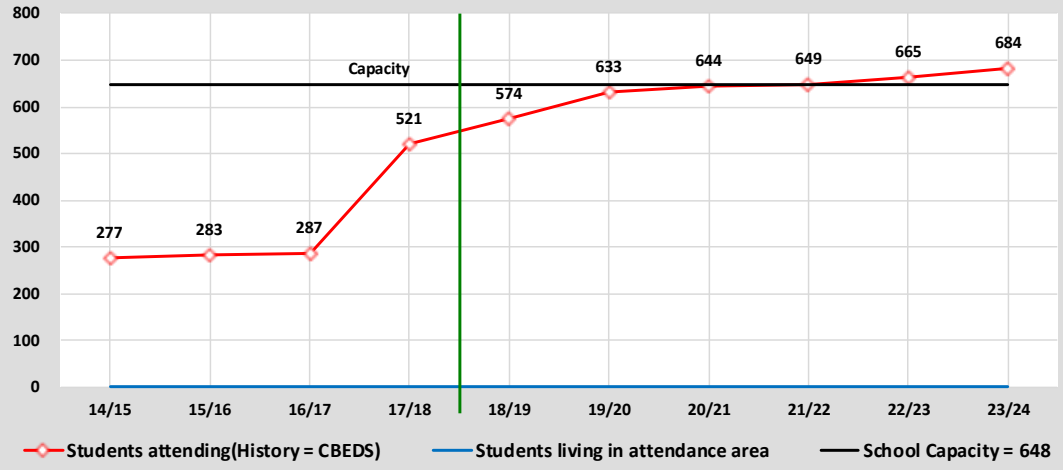
Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
17/18	1012	15	0	1056	0	0	-1	44	
18/19	1011	-1	0	1056	0	0	-1	45	80
19/20	987	-24	0	1056	0	0	-2	69	130
20/21	911	-76	0	1056	0	0	-4	145	261
21/22	916	5	0	1056	0	0	-4	140	267
22/23	917	1	0	1056	0	0	-5	139	246
23/24	922	5	0	1056	0	0	-4	134	209

* Based on Students Attending (Squares on Graph)
Classroom Count = 33

Rolling Hills Middle

YEAR:	Students in boundary				Historic Cohorts			Weighted	Attendance Factors		Current	18/19	Net
Grade	14/15	15/16	16/17	17/18	14 to 15	15 to 16	16 to 17	Average	Intra	Inter	Enrollment	Projection	Change
T K	80	62	44	80							0	0	0
K	184	245	221	154	61	-24	-67	1	0.0%	0.0%	0	0	0
1	230	191	258	224	7	13	3	7	0.0%	0.0%	0	0	0
2	279	244	194	265	14	3	7	7	0.0%	0.0%	0	0	0
3	279	279	260	207	0	16	13	12	0.0%	0.0%	0	0	0
4	312	283	301	276	4	22	16	16	0.0%	0.0%	0	0	0
5	306	327	300	310	15	17	9	13	0.0%	0.0%	0	0	0
6	322	310	324	327	4	-3	27	13	-3.4%	1.5%	321	317	-4
7	324	335	331	345	13	21	21	20	-1.7%	0.9%	342	337	-5
8	316	334	338	348	10	3	17	11	-0.6%	0.9%	349	357	8
Totals	**2632**	**2610**	**2571**	**2536**	**14.2**	**7.6**	**5.1**	**11.1**	**-1.9%**	**1.1%**	**1012**	**1011**	**-1**

Capacity & Projected Enrollment
Charter Montessori



District Loading Standards
Traditional School
All Portables Loaded
Classroom Count = 22
Grades Served = TK - 8

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
17/18	521	234	0	648	0	0	-4	127	
18/19	574	53	0	648	0	0	-2	74	315
19/20	633	59	0	648	0	0	-1	15	302
20/21	644	11	0	648	0	0	-1	4	321
21/22	649	5	0	648	1	0	0	0	607
22/23	665	16	0	648	17	0	0	0	602
23/24	684	19	0	648	36	1	1	0	627

* Based on Students Attending (Squares on Graph)
Classroom Count = 22

Charter Montessori

YEAR:	Students in boundary				Historic Cohorts			Weighted	Attendance Factors		Current	18/19	Net
Grade	14/15	15/16	16/17	17/18	14 to 15	15 to 16	16 to 17	Average	Intra	Inter	Enrollment	Projection	Change
T K	110	91	77	110							16	17	1
K	349	409	384	353	60	-25	-31	2	0.0%	21.2%	82	79	-3
1	372	362	435	404	13	26	20	21	0.0%	17.8%	72	67	-5
2	459	388	374	468	16	12	33	23	0.0%	17.3%	81	75	-6
3	434	462	412	400	3	24	26	22	0.0%	21.3%	85	105	20
4	515	452	490	435	18	28	23	24	0.0%	13.1%	57	56	-1
5	501	521	478	509	6	26	19	19	0.0%	15.5%	79	72	-7
6	512	515	517	516	14	-4	38	20	0.0%	9.5%	49	51	2
7	500	528	546	544	16	31	27	27	0.0%	9.5%	0	52	52
8	473	513	525	567	13	-3	21	12	0.0%	9.5%	0	0	0
Totals	**4225**	**4241**	**4238**	**4306**	**17.7**	**12.8**	**19.6**	**18.9**	**0.0%**	**16.8%**	**521**	**574**	**53**

This program is currently located on the Valley View Elementary School Site.

Student Attendance Matrix

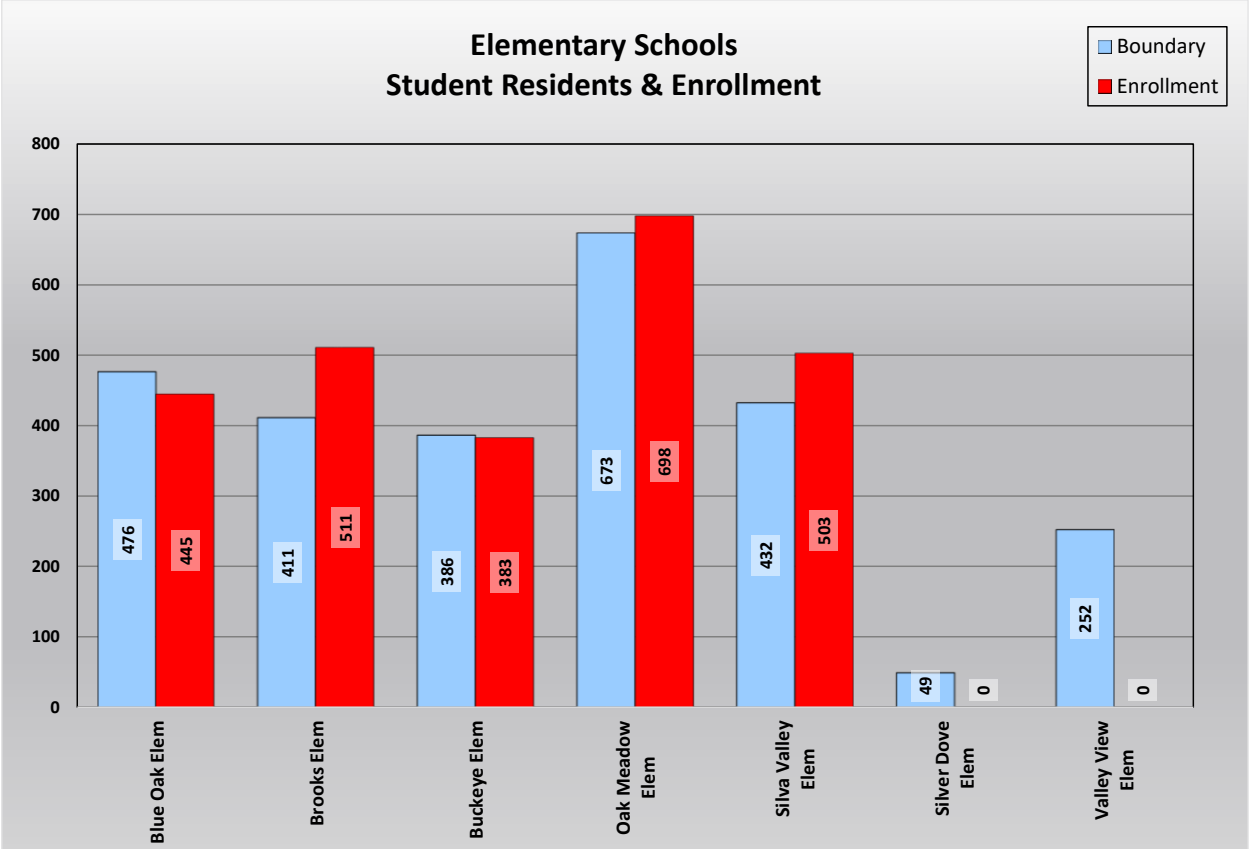
ATTENDANCE MATRIX

		SCHOOL OF ATTENDANCE								
	SCHOOL:	Blue Oak Elem	Brooks Elem	Buckeye Elem	Oak Meadow Elem	Silva Valley Elem	Camerado Springs Middle	Rolling Hills Middle	Charter Montessori	**Total Residing**
	AREA									
R	Inter-District	40	15	47	34	28	79	11	184	**438**
E	Blue Oak Elem	**325**	2	35	4	6	0	0	104	**476**
S	Brooks Elem	1	**333**	0	36	32	0	0	9	**411**
I	Buckeye Elem	45	0	**299**	3	2	0	0	37	**386**
D	Oak Meadow Elem	3	23	2	**566**	51	0	0	28	**673**
E	Silva Valley Elem	0	25	0	24	**372**	0	0	11	**432**
N	Silver Dove Elem	29	1	0	3	5	0	0	11	**49**
C	Valley View Elem	1	112	0	28	7	0	0	104	**252**
E	Camerado Springs Middle	0	0	0	0	0	**580**	1	26	**607**
	Rolling Hills Middle	0	0	0	0	0	13	**1,000**	7	**1,020**
	Correction Factor*	1	0	0	0	0	0	0	0	**1**
	Total Attending	**445**	**511**	**383**	**698**	**503**	**672**	**1,012**	**521**	**4,745**
	Intra-Ins	79	163	37	98	103	13	1	337	**831**
	Inter-Ins	40	15	47	34	28	79	11	184	**438**
	Total In-Flow	**119**	**178**	**84**	**132**	**131**	**92**	**12**	**521**	**1,269**
	Intra-Outs	151	78	87	107	60	27	20	0	**530**
	Net Transfers	**-32**	**100**	**-3**	**25**	**71**	**65**	**-8**	**521**	**739**
	% In Flow Students	**26.7%**	**34.8%**	**21.9%**	**18.9%**	**26.0%**	**13.7%**	**1.2%**		**26.7%**
	% Out Flow Students	**31.7%**	**19.0%**	**22.5%**	**15.9%**	**13.9%**	**4.4%**	**2.0%**		**11.2%**

* The correction factor represents the difference between the student data download counts and the actual CBEDS counts.

This chart summarizes the transfers in and out of each school as were seen by the yellow dots and blue dots on the school attendance maps. In addition, the data has been analyzed to determine the total in-flow and out-flow rates for each school. The school with the largest in-flow rate is Brooks Elementary (mostly due to the large number of students coming in from the Valley View attendance boundary) and the school with the largest out-flow rate is Blue Oak Elementary.

Student Residency and Enrollment Comparison



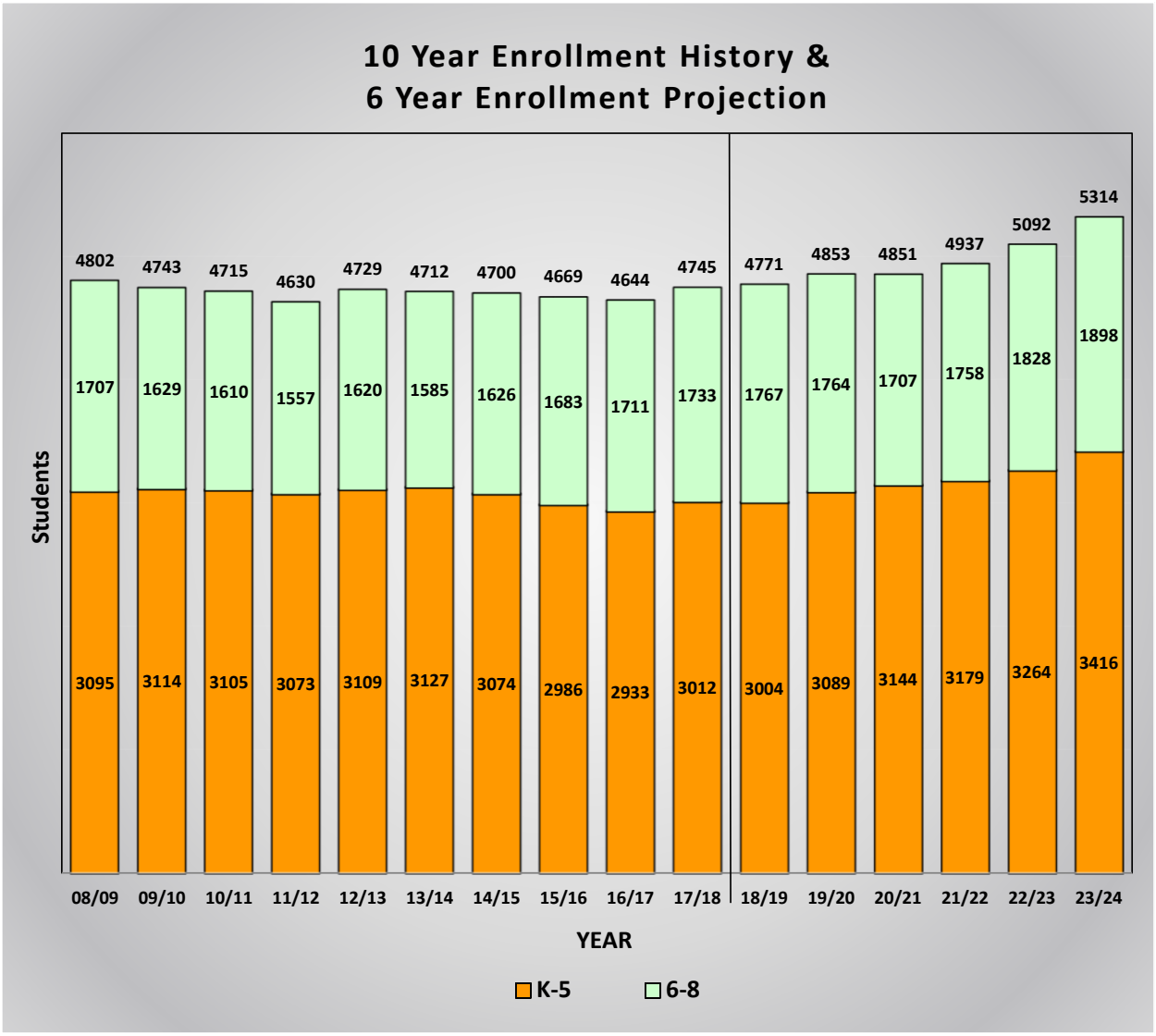
This chart compares each individual elementary school enrollment to the students that reside within the school attendance boundary. Utilizing this data helps make it easy to see which schools have the largest and smallest enrollments as well as which boundaries are most populated. Schools with more students enrolled than those living in the boundary have a net transfer into the school. This is typically found at schools with special programs such as Gate or Dual Immersion, schools housing students from overcrowded or Program Improvement (PI) schools, and schools with more capacity than the student population living in the boundary.

The students currently living in the Silver Dove Elementary boundary are assigned to attend Blue Oak Elementary.

The students currently living in the Valley View Elementary boundary are assigned to attend Brooks Elementary.

District Projections

This graph shows a summary of the projections for the entire District. It shows the current enrollment for 2017/18, the historic enrollment for the past nine (9) years, and the projected enrollment for the next six (6) years. The end result is a total of 5,314 students in the District in 2023/24.



One Year Enrollment Projection Summary

Buckeye Union School District
Enrollment Projections
YEAR 18/19, 1 Year Proj.

School	TK	K	1	2	3	4	5	6	7	8	TOTAL
Blue Oak Elem	23	62	65	64	76	75	75	0	0	0	440
Brooks Elem	27	64	67	93	94	85	80	0	0	0	510
Buckeye Elem	0	68	68	63	70	66	48	0	0	0	383
Oak Meadow Elem	25	94	80	91	123	101	158	0	0	0	672
Silva Valley Elem	21	73	51	75	86	71	92	0	0	0	469
Silver Dove Elem	0	-2	2	2	-6	5	-8	0	0	0	-7
Valley View Elem	0	-6	23	2	18	21	8	0	0	0	66
Camerado Springs Middle	0	0	0	0	0	0	0	203	217	233	653
Rolling Hills Middle	0	0	0	0	0	0	0	317	337	357	1,011
Charter Montessori	17	79	67	75	105	56	72	51	52	0	574
Totals	**113**	**432**	**423**	**465**	**566**	**480**	**525**	**571**	**606**	**590**	**4,771**
Current CBEDS	98	421	458	509	456	488	582	550	583	600	4,745
Net Change	**15**	**11**	**-35**	**-44**	**110**	**-8**	**-57**	**21**	**23**	**-10**	**26**
Cohort Change			2	7	57	24	37	-11	56	7	

The projection for next year (2018/19) shows an increase of 26 students. The largest declines will be seen at grades 2 and 5. The largest increases will be seen in 3rd grade.

These projections assume the transfers between schools remain consistent. If changes in facilities, schedules, programs or policies are made, then the patterns may be impacted.

Enrollment Projection Summary by Grade

Buckeye Union School District
Enrollment Projection Summary by Grade

Grade	Current Enrollment 17/18	18/19	19/20	20/21	21/22	22/23	23/24
TK	98	113	122	119	121	122	122
K	421	432	465	454	473	492	514
1	458	423	446	473	473	493	516
2	509	465	433	450	488	488	512
3	456	566	525	489	520	561	566
4	488	480	580	540	513	544	586
5	582	525	518	619	591	564	600
6	550	571	519	505	611	589	562
7	583	606	625	570	562	663	650
8	600	590	620	632	585	576	686
Total K-5	**3,012**	**3,004**	**3,089**	**3,144**	**3,179**	**3,264**	**3,416**
Total 6-8	**1,733**	**1,767**	**1,764**	**1,707**	**1,758**	**1,828**	**1,898**
District Totals	**4,745**	**4,771**	**4,853**	**4,851**	**4,937**	**5,092**	**5,314**

Enrollment Projection Summary by School

Buckeye Union School District
Enrollment Projection Summary by School

School	Current Enrollment 17/18	18/19	19/20	20/21	21/22	22/23	23/24
Blue Oak Elem	445	440	450	442	436	440	449
Brooks Elem	511	510	529	531	527	526	549
Buckeye Elem	383	383	407	422	432	449	454
Oak Meadow Elem	698	672	649	651	629	622	635
Silva Valley Elem	503	469	444	454	431	420	438
Silver Dove Elem	0	-7	-2	7	47	83	131
Valley View Elem	0	66	133	145	182	219	238
Elementary Totals	**2,540**	**2,533**	**2,610**	**2,652**	**2,684**	**2,759**	**2,894**
Camerado Springs Middle	672	653	623	644	688	751	814
Rolling Hills Middle	1,012	1,011	987	911	916	917	922
Middle Totals	**1,684**	**1,664**	**1,610**	**1,555**	**1,604**	**1,668**	**1,736**
Charter Montessori	521	574	633	644	649	665	684
Other Totals	**521**	**574**	**633**	**644**	**649**	**665**	**684**
District Totals	**4,745**	**4,771**	**4,853**	**4,851**	**4,937**	**5,092**	**5,314**
Annual Change		26	82	-2	86	155	222

School Facility Utilization

The following chart shows the current and projected utilization rates for each school. It has been color coded with blue representing schools with a utilization rate of under 70%, yellow representing a utilization rate of at least 70% but under 80% and red for the schools that have over 100% utilization.

School Facility Utilization

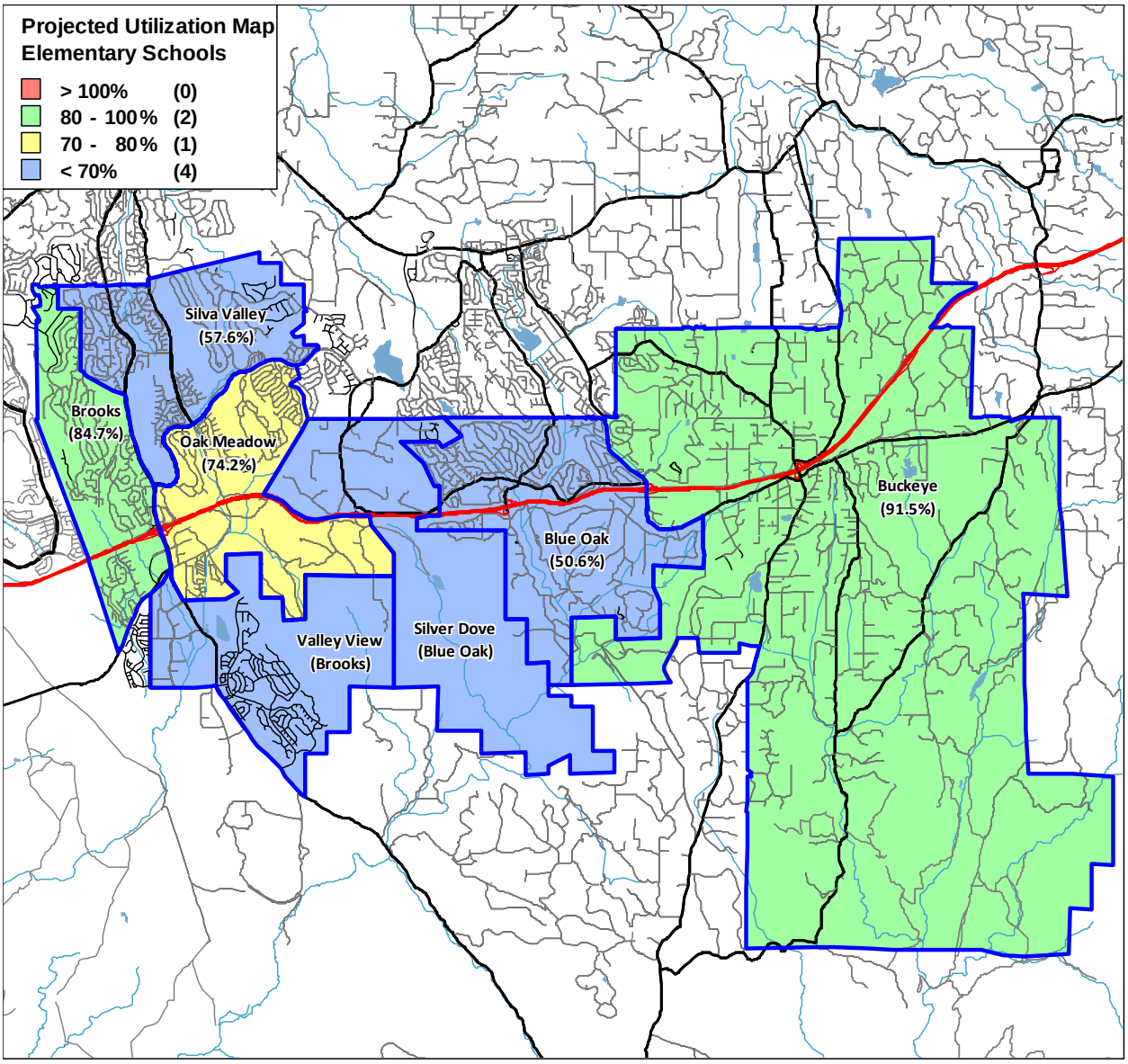
Elementary Schools	Classrooms	District Capacity	2017/18 Current Enrollment	2023/24 Projected Enrollment	2017/18 Current Utilization	2023/24 Projected Utilization
Blue Oak Elem	29	888	445	449	50.1%	50.6%
Brooks Elem	22	648	511	549	78.9%	84.7%
Buckeye Elem	19	496	383	454	77.2%	91.5%
Oak Meadow Elem	29	856	698	635	81.5%	74.2%
Silva Valley Elem	25	760	503	438	66.2%	57.6%
*Silver Dove Elem	0	0	0	131		
*Valley View Elem	0	0	0	238		
Sub-Totals	**124**	**3,648**	**2,540**	**2,894**	**69.6%**	**79.3%**
Middle Schools						
Camerado Springs Middle	30	960	672	814	70.0%	84.8%
Rolling Hills Middle	33	1,056	1,012	922	95.8%	87.3%
Sub-Totals	**63**	**2,016**	**1,684**	**1,736**	**83.5%**	**86.1%**
Other Schools						
Charter Montessori	22	648	521	684	80.4%	105.6%
Sub-Totals	**22**	**648**	**521**	**684**	**80.4%**	**105.6%**
District Totals	**209**	**6,312**	**4,745**	**5,314**	**75.2%**	**84.2%**

*The projections for these schools don't include the current students transferring out that would attend these schools if they were open.

For 2017, the most under-utilized school is Blue Oak Elementary and the highest utilization is at Oak Meadow Elementary.

The actual individual utilizations of the elementary schools will be higher due to housing the projected students from the Silver Dove and Valley View attendance boundaries.

The color-coded map below shows the projected utilization for the elementary schools. The capacities used to calculate these utilizations include all permanent and portable classrooms.



Campus: Shingle Springs
Principal: Kim Zawilski
Report Month: November 2017
Date Range of Report: December 2017

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	19	19	0
Molly Kimber	Pine	K/1	CTC	3-6/6-9	Yes	19	19	0
Eileen Perkins	Mimosa	K/1	CTC	3-6/6-9	Yes	17	17	0
Amber Presnall	Mimosa	K/1	CTC	3-6	Yes	16	16	0
Charmaine Scott	Cedar	K/1	CTC	3-6/6-9	Yes	17	17	0
Shari DeVille	Cedar	K/1	CTC	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	23	+1
Kathy Gerstle	Manzanita	4/5/6	CTC	6-9/9-12	Yes	22	23	+1
Kirsten Sanders	Fig	4/5/6	CTC	6-9/9-12 IP	Yes	22	23	+1
Christina Sherrod	Elm	4/5/6	CTC	6-9/9-12	Yes	22	23	+1
Kelly Barton	Magnolia	4/5/6:	CTC	6-9/9-12	Yes	17	17	0
Kanchana Sriram	Magnolia	4/5/6	CTC	6-9/9-12	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	20	20	0
Tom Freer	Sequoia	7/8	CTC	6-9 & MS (IP)	Yes	20	20	0
Natasha Raffety	Sequoia	7/8	CTC	Secondary (MS)	Yes	20	20	0
Kim Yeager	Sequoia	7/8	CTC	6-9/9-12 & MS	Yes	20	20	0

ENROLLMENT

BUDGETED ENROLLMENT:	451	ACTUAL ENROLLMENT:	456						
LOTTERY BINDER:	**K**	**1st**	**2nd**	**3rd**	**4th**	**5th**	**6th**	**7th**	**8th**
2017-2018	47	24	10	18	13	15	9	7	1

ENROLLMENTS & DISENROLLMENTS

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

DISCIPLINE

SUSPENSIONS:		EXPULSIONS:	
CURRENT: 0	**YTD: 2**	**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
Karen Haena (M-F)	7:30 - 8:30	Yes
Whitney Lindsay (M-F)	7:30 - 8:30	Yes
Elana Linker (M-F)	2:00 - 6:00	Yes
Mikayla Ralph (M-F)	3:00 - 6:00	Yes
Whitney Lindsay (M-F)	3:00 – 4:00	Yes

CLUB MONTESSORI ENROLLMENT	
BEFORE SCHOOL:	13
AFTER SCHOOL:	7
BEFORE & AFTER SCHOOL:	15
KINDERGARTEN SUPPLEMENT:	24
INTERSESSIONS:	35
EARLY RELEASE DAYS:	80
PUNCH CARDS:	27

STUDENT HEALTH AND SAFETY

TOPIC	GRADE	DATE	AGENCY
Hearing Screening	K, 2, 5 & 8	8/24/17	Contract Nurses
Vision Screening	1, 3 & 6	8/24/17	Contract Nurses
Scoliosis	7(F), 8(M)	8/24/17	Contract Nurses
Drug Education	7, 8	Winter	Health Curriculum
Sexual Health	7, 8	Spring	Health Curriculum

EMERGENCY DRILLS	DATE
Fire/Evacuation	11/29/17
Earthquake	9/22/17
Lockdown/Shelter in Place	Scheduled In Dec
Club M – Fire Drill	7/31/17
Club M – Earthquake	8/2/17
Club M – Lockdown/Shelter in Place	Scheduled in Dec

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:	Mona Lisa Coburn	M-Th 8:00-4:30
Resource Aide:	Sara Eldridge	M-F 8:00-1:00
Speech Therapist/Pathologist:	Leigh Anne Borg	M-F 8:00-4:30
Occupational Therapist:	TES Contract	T 8:00-4:00

TOTALS	
IEP:	64
RSP/SAI:	30
Speech:	47
OT:	13
Behavior/MH:	3
ELL:	0

HUMAN RESOURCES

Employment Needs:
Hired: Long-Term Sub to Cover Maternity Leave.

FUNDRAISING EFFORTS

Event	Total Raised	Funds Used For:
Believe Kids Sales	$6,600	Field Trip Programs
Harvest Festival	$7,800	Maker's Tables and Shed for Fundraising Committee
See's Candy Fundraiser	$2,280	Classroom Materials
Shakespeare Star Wars	$2,334	VAPA Program

COMMENTS

Our two new STEM Clubs are operating at full student capacity! Last week, we watched students use their coding skills to manipulate a sphero robot ball. They are now eager to start using our new coding program: CodeCombat.

The students involved in our Drama Program, The Cast of Hawks, put on an outstanding performance of Shakespeare Star Wars last week. They were able to design and build a complete set at the Masonic Lodge in Placerville, borrowed the lighting system from Imagination Theater, and utilized a sound system, which included individual microphone headsets, belonging to one of our parents. It was an incredible performance put on by our very own VAPA Instructor, Kevin Meinz (pictured in his Star Wars suit). Next week, our Drama Program puts on an Art Night as well as the annual (and very adorable) K/1 Holiday Performance.



Enrollment Update from Head of School

Rising Sun Montessori School 12/01/17

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	20	26	6
Jeff Ritchie	1-3 Andromeda	CTC	Lower Elementary	Yes	24	28	4
Dan Olenchuk	4-6 Pegasus	CTC	Lower Elementary	Yes	25	23	-2
Susan Parker	4-6 Phoenix	CTC	Lower and Upper Elementary	Yes	25	21	-4
Karl Zierhut	7-8 Taurus	CTC	Secondary IP	Yes	24	20	-4
				Totals:	118	118	0

	Buckeye Elem.	Blue Oak Elem.	Valley View	William Brooks	Silva Valley	Oak Meadow	Rolling Hills	Camerado	TOTAL
TK	0	22	15	23	17	20			97
K	74	59	78	55	66	81			413
1st	54	72	71	82	81	102			462
2nd	64	71	78	97	91	105			506
3rd	60	77	85	84	53	99			458
4th	60	62	58	76	108	130			494
5th	65	86	77	92	99	159			578
6th			47				325	185	557
7th							346	240	586
8th							353	252	605
TOTAL	**377**	**449**	**509**	**509**	**515**	**696**	**1024**	**677**	**4756**
Ending 16-17	365	447	287	541	553	774	1010	712	
Difference	12	2	222	-32	-38	-78	14	-35	

NPS	8

Demograph Report - October 2016	Variance
80	17
423	-10
430	32
498	8
439	19
495	-1
557	21
529	28
581	5
588	17

ENROLLMENT HISTORY

	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
2016/17		4653	4680	4656	4658	4705	4729	4678	4674	4689	
2017/18	4837	4764	4769	4760	4764						

BUCKEYE UNION SCHOOL DISTRICT
INTERDISTRICT TRANSFER AGREEMENTS
2017/18

Incoming Interdistrict Transfers by Site & Grade Level-

Site	TK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
Blue Oak	1	5	6	6	6	6	1				31
Brooks	0	4	8	1	1	3	2				19
Buckeye	0	11	1	2	12	9	2				37
Oak Meadow	0	5	5	1	7	4	10				32
Silva Valley	0	3	7	4	2	8	6				30
Valley View	5	21	30	19	31	17	34	15			172
Camerado								20	34	29	83
Rolling Hills								4	3	4	11
	6	49	57	33	59	47	55	39	37	33	**415**

Outgoing Interdistrict Transfers by Site & Grade Level -

Site	TK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
Blue Oak	3	3	0	3	6	6	3				24
Brooks	2	1	6	4	2	3	3				21
Buckeye	3	5	6	6	5	5	3				33
Oak Meadow	1	2	3	8	1	3	1				19
Silva Valley	4	3	7	4	3	9	11				41
Camerado								13	7	14	34
Rolling Hills								11	13	11	35
Valley View	0	0	0	0	0	0	0	0	0	0	0
Total	13	14	22	25	17	26	21	24	20	25	**207**

Buckeye Union School District
Summary of Interdistrict Transfers
2012/13-2017/18

Incoming Interdistrict Transfers-

Coming From:	Amador	Black Oak Mine	Camino	Elk Grove	Folsom Cordova	Gold Oak	Gold Trail	Latrobe	Mother Lode	Pioneer	P'Ville	Pollock Pines	Rescue	San Juan	Other	TOTAL
2012-13	0	2	2	6	18	3	6	29	61	1	13	4	209	6	4	364
2013-14	1	3	1	4	20	4	2	27	62	2	17	1	231	3	3	381
2014-15	1	4	4	4	26	4	3	28	74	3	8	5	163	3	4	334
2015-16	1	5	3	2	19	6	3	22	65	2	17	1	157	1	2	306
2016-17	2	6	1	3	17	4	0	16	58	2	10	2	130	1	1	253
2017-18	2	19	2	6	34	7	0	11	71	8	16	3	216	9	11	415

Outgoing Interdistrict Transfers-

Going To:	P'Ville	Gold Trail	Latrobe	Mother Lode	Folsom Cordova	Rescue	San Juan	Other	TOTAL
2012-13	3	9	3	6	16	144	3	2	183
2013-14	3	2	2	3	18	141	5	6	177
2014-15	0	5	0	3	19	100	9	2	138
2015-16	2	7	1	6	26	120	4	4	168
2016-17	4	3	8	5	23	173	5	5	222
2017-18	1	8	6	6	24	155	7	1	207

The Single Plan for Student Achievement

School: Blue Oak Elementary School

CDS Code: 09618386107361

District: Buckeye Union Elementary School District

Principal: Rachelle Ball

Revision Date: November 20, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Rachelle Ball

Position: Principal

Phone Number: 530.676.0164

Address: 2391 Merrychase Drive
Cameron Park, CA 95682

E-mail Address: rball@buckeyeusd.org

The District Governing Board approved this revision of the SPSA on December 13, 2017.

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School Vision and Mission

Blue Oak Elementary School's Vision and Mission Statements
BLUE OAK ELEMENTARY SCHOOL
VISION STATEMENT
Blue Oak will be a school where all children and adults will be engaged in learning, all the time.

BLUE OAK ELEMENTARY SCHOOL
MISSION STATEMENT

For each of us, learning is a personal adventure. We respect the right of each child to discover, to create, to take risks, to succeed, to enjoy being where he/she is, and be eager to move on.
We believe in the dynamic process of students, staff, parents, and community working together to celebrate the achievement of their potential.
We are all pioneers on the educational frontier.
Together We Will Build Our Future

School Profile

Blue Oak School is a single track transitional- kindergarten through fifth grade elementary school located in Cameron Park, twenty miles east of Sacramento in the Sierra foothills. With our buildings situated among open green spaces and many stately Blue Oak trees, our beautiful ten-acre campus creates a positive learning environment for students. In 1988 our school opened in the neighborhood community and today serves 450 students. Working in close collaboration with Buckeye Union School District, administration, and school staff we have created a learning environment that is safe and positive for the highest levels of student learning. We maintain a focus on the whole child and work to develop each child intellectually, socially, and emotionally.

Communication between home and school is of high importance to us. Both staff and parents pay close attention to subtle changes in our students that may indicate a need for additional support and assistance. Our community is generous and caring in an atmosphere where cooperation and respect is highly valued. We know that fostering positive relationships between families, students and staff will allow for the highest levels of student success. Parents serve on committees such as School Site Council, LCAP Advisory, Budget Committee, and Wellness and Technology Committees. Our Parent Teacher Association serves a vital role within our school community. Members plan events and raise funds for school programs. Funds are used to address technology needs, update library books, and provide enrichment assemblies. The work the PTA does enhances existing school programs.

At Blue Oak Elementary we have high expectations for student achievement. Our vision states, Blue Oak is a school where all adults and children are engaged in learning, all the time. We are committed to providing students with a strong academic foundation in a safe and supportive environment. We challenge students with academic curriculum that requires them to apply skills and knowledge to meet district and state standards. Our intent is to build an academic foundation that will allow students to be successful in middle school, high school, and beyond.

Curriculum improvement and adoption is a collaborative process between staff and administration. 3rd -5th grade classrooms have 1:1 Google Chromebooks for each student. While 1st and 2nd grade classes each have sixteen Chromebooks in each classroom. Kindergarten students have access to both Chromebooks and iPads. The focus of technology use in the classroom is to enhance and extend the classroom learning. Using programs such as Accelerated Reader, RAZ Kids, Learning A to Z and Newsela allows students to have access to an increased number of fiction and non fiction books that are at their independent reading level.

The staff of Blue Oak School strives to work together in a collaborative manner to provide an education that will nurture and build the academic strengths of each child. Our dedicated and innovative teaching staff shares in leadership responsibilities, knowing that solid, research-based planning is the key to a quality academic program. The staff continues the important work of implementing new standards along with shifting teaching practices that encourage high levels of exploration and engagement in the student learning process. Included in the program is a comprehensive assessment and accountability component. The results of all assessments are used to identify areas of need and to refine and guide instruction. We have implemented reading intervention programs during the school day to support under performing students, extra support for our English learners, and a targeted, needs-

based math intervention for students in grades 1st through 5th, along with differentiated instruction within the classroom. We also have cross-age tutors from neighboring Camerado Springs Middle School along with conflict managers (Blue Oak Peace Patrol) to support our students.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

An annual survey of parents was conducted in May 2017 along with a student survey in November 2017. Blue Oak always has safety and instruction as a top priority.

Blue Oak continues to focus on Core Values and celebrating student success and achievement in this area along with academic progress. We will continue to work with students in building a high capacity for compassion and respect through the program, A Touch of Understanding. The school counselor and administration team will hold class discussions relating to positive choices and anti bullying, as well as using Peace Patrol and Leadership students as role models.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Informal observations are conducted with frequency throughout the year. Formal observations occur for teachers on an evaluation cycle as outlined in the Buckeye Union School district's teacher contract. Feedback to teachers is given in the form of notes or through conversation surrounding instructional practices, student engagement, use of technology, curriculum implementation, etc. These observations are centered around the California Standards for Teaching Profession. The findings from these observations helps to determine next steps for professional development, guides our literacy and technology coaches' work, and gives the school a snapshot of how teaching and learning is occurring throughout the school.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   Blue Oak School promotes the use of assessment data to drive instruction. Student performance on the state tests are analyzed to determine strength and needs of our various student groups. Students in grade three through five participated in the administration of the California Smarter Balanced Assessment in spring 2017. The results below indicate the percent of students meeting and exceeding standards in English Language Arts and Mathematics. In addition, the percent of each numerically

significant subgroups meeting or exceeding standards.

English Language Arts		Mathematics
All Students	50.44%	42.10%
Students with Disabilities	16.28%	13.96%
Economically Disadvantaged	38.89%	33.34%
English Language Learners	Not Numerically Significant	
Black/African American	Not Numerically Significant	
American Indian or Alaskan	Not Numerically Significant	
Asain	Not Numerically Significant	
Filipino	Not Numerically Significant	
Hispanic	45.45%	36.36%
Native Hawaiian or Pacific Islander	Not Numerically Significant	
White	52.88%	44.50%
2 or more races	Not Numerically Significant	

Additionally, Blue Oak also tracks local assessment data, including the Accelerated Reader Success Index. This is one indicator that assists in verifying students' reading levels as compared to other formative and summative assessments. It also allows us to insure that students are independently reading books that are at an appropriate level to build comprehension, fluent and accuracy.

This year, K-3 classrooms are using the Benchmark Assessment System and SIPPS assessments in order to appropriately level students for reading instruction. In 1st through 5th grade, students who are struggling with reading are referred to reading intervention on the basis of these data points, classroom performance and teacher observation.

The District also uses the NWEA MAP assessment program in grades 3rd-8th. The MAP assessments measure reading, math, and language arts learning. The results of these assessments provide teachers with an indication of a student's instructional readiness for specific learning goals. Given that these assessments are well correlated with the State's Smarter Balanced Assessment (SBA) program, they provide teachers with a good indication as to whether or not a student is making progress, over time, towards meeting standards.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

In conjunction with the Buckeye School District, each of our math and language arts classes administer the MAP assessment. This is an assessment produced by the Northwest Education Association that provides data that measures student growth, projects student proficiency on high stake tests, and it informs teachers on how to differentiate their instruction and plan their curriculum. This assessment will be given at the start of the year, as a baseline and then given twice more at the trimesters.

All teachers also use curriculum embedded assessments to monitor student progress on a daily, weekly, and end of unit basis. The assessments are composed of both formative and summative assessments that are used to monitor student progress over time, provide data to be used for grouping students for instruction, reteaching, and differentiating instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   One hundred percent of teachers meet criteria as highly qualified (ESEA).

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

   Blue Oak teachers have had professional development on all SBE adopted instructional materials. The site, district, and county offer workshops which pertain to collecting and analyzing data to improve instruction, differentiating instruction, using technology in the classroom, writing across the curriculum, implementing CCSS and Next Generation Science Standards. Professional development occurs each year, as well as ongoing instructional support provided by our district literacy coach. Teachers meet on average of two times per month to develop effective instructional strategies, develop lessons, plan instruction, and prepare for intervention using SBE materials as resources.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

   Teacher professional development on the implementation of new State Standards and assessments are ongoing. Teachers have also received professional development for the implementation of digital technology (i.e. Chromebooks) in the classroom.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

   The District staffs a Director of Instruction and Curriculum who provides support for administration and teachers. Teachers are also supported by a Literacy Coach who assists with the implementation of our Balanced Literacy Program.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

   The District provides teachers with early release time, each Wednesday. This time is designed to enable teachers to examine curriculum, pacing, assessments and results, and monitor student progress.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

   Teachers are engaged in ongoing professional development and collaboration aimed at aligning curriculum, instruction, and materials to State Standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

   Sufficient instructional minutes are allocated to ensure high quality first instruction in reading/language arts and mathematics. On average, students in grades K-5 receive approximately 120 minutes, daily, in reading/language arts and 60 minutes daily in mathematics.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

    All schedules are designed with flexibility for the delivery of interventions to students in need of additional academic and/or social/emotional support.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

    All student groups have access to appropriate standards-based materials for all subjects.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The District provides SBE-adopted and standards aligned instructional materials, including intervention materials. ELA materials include Schoolwide Fundamentals of Reading (K-5), Being a Writer (K-5), Snap Close Reading (3-5), SIPPS (K-3), Benchmark Education Bookrooms (K-5), Fountas and Pinnell Benchmark Assessment System (K-3). Mathematics materials include Pearson Envision Math (K-5).

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students who are struggling to meet the educational standards at Blue Oak are offered a variety of support based on individual need.

Students in need of additional support in meeting the standards are provided a variety of experiences designed to help them meet the grade level standards. In the general education classroom these supports include differentiated instruction, small group instruction, accommodated assignments, varied instructional strategies, SDAIE strategies for English Language Learners, and additional time for learning. Students with significant gaps in their learning may also participate in specialized Intervention instruction designed to fill in learning gaps and accelerate their learning so that the student can attain grade level proficiency. EL students receive extra support using a specialized program, On Our Way to English, which is delivered by EL Development Teacher.

Students with an IEP are provided additional learning opportunities structured around their IEP goals in our Learning Center. Depending on the needs of the students, we offer RSP and SDC support.
Students with a 504 plan are provided additional supports based upon their accommodations listed in the 504 plan.

Blue Oak offers Tier 2 Response to Interventions for both reading and math. Fontas and Pinnell's intervention reading program, Leveled Literacy Intervention (LLI) provides intensive small group literacy intervention. In Math, 1st -5th grade students receive math intervention using Envision's intervention materials along with time to build foundational skills with a hands on approach.

Students with social and emotional needs are afforded the opportunity to meet with our school counselor either one on one or in group sessions. Students with more specific social /emotional needs and who are on an IEP or 504 may be recommended for further mental health services.

14. Research-based educational practices to raise student achievement

Teachers use a wide range of instructional strategies and summative and formative assessment that raise student achievement. In addition to the summative and formative assessments listed above in question 2, teachers complete regular training on the latest education practices to include in their classroom teaching. Examples of training include the following: close reading strategies, questioning strategies, depth of knowledge training, training on the Standards of Math Practice, coaching in the areas of math and language arts. Training around the 5E lesson plan and the instructional shifts as we prepare for NGSS is also happening during the 2017-2018 school year.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Blue Oak is fortunate to have a dedicated and supportive parent and community group. The Blue Oak PTA and School Site Council are very active and provide opportunities for parent involvement. Parent volunteers give many hours of support each year to our school and classrooms through a variety of activities. The following is a partial list of well supported volunteer activities that assist under-achieving students, in addition to all other students:

Leadership Activities:

- PTA
- Safety Committee

- School Site Council
- Representation on district committees focused on student achievement and success

Student Support Activities:
- Peace Patrol and Grand Greeters
- Big Brothers and Big Sisters
- Cross Age Tutors
- Classroom support
- Bucket Fillers
- Bulldog Bulletin
- Red Ribbon Week
- Field Trips
- Read-a-thons
- I Can Read Program
- PC Pals (partnership with Intel)
- Student Activity Days
- B.O.L.T. (Blue Oak Leadership Team)
- Safety Day
- Assemblies
- Core Values Awards and Luncheons
- LLI Reading Intervention
- S.I.P.P.S. reading intervention
- 1st-5th grade math intervention
- G.A.T.E.

Fund Raising Activities:
- Fall Festival
- Believe & Sees Candy Fundraiser
- Pennies for Patients
- Jog-a-Thon/Walk-a-thon

Other Fun Activities:
- Picnic with the Principal
- Back to School Night
- Open House
- Cross Country
- Community service projects
- Classroom Celebrations
- Teacher Appreciation Breakfast
- Fifth Grade Graduation
- Kris Kringle's Workshop
- Fall Festival
- Enrichment Classes
- Family Movie Nights
- Talent Show

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Blue Oak recognizes that home involvement is a fundamental force in the development of our students both academically and emotionally. We are committed to building partnerships with parents to create an environment for students that is positive, supportive, and contributes to academic growth and achievement. It is the goals of Blue Oak to make a connection between home and school, where parents and school staff work collaboratively to establish common goals for students achievement and

student well being.
To ensure the effective involvement of parents, and to support the partnership between parents and the school, Blue Oak School shall:
1. Take the following actions to involve parents in the joint development of the School Parent Involvement Policy and the Single Plan for Student Achievement:

- Plan will be outlined by School Site Council and Administration.
- Input will be gathered from meetings and surveys during the year.
- A parent survey will be conducted to assess needs of stakeholders.
- Assess and share data from various surveys and assessments
- Goals will be set based on data.
- Plan will be distributed.
- Monitor the plan throughout the year at School Site Council meetings.

2. The Single Plan for Student Achievement and Parent Involvement Policy will be shared:

- In the Parent/Student Handbook which is made available to every student and signed by every student and parent.
- At School Site Council.
- At a Blue Oak PTA meeting.
- Posted on the school website.

3. Blue Oak will involve parents in the process of school improvement and review in the following ways:

- Analyze school academic performance data with School Site Council
- Together, staff and parents will discuss data and look at academic programs offered and adjust as necessary in response to data analysis.

4. Blue Oak will provide parents a description of curriculum, forms of assessment, and proficiency levels students are expected to meet.

- At Back to School Night, parents receive copies or ways to view standards and report cards along with explanations of assessments used.
- Parent Conferences are held formally once per academic year for all students and more often for students who are performing below proficiency levels.
- Parents will receive progress reports and report cards detailing student proficiency levels.
- Email and telephone calls are also regular forms of parent-teacher communication.

5. Blue Oak will coordinate parental involvement strategies with feeder schools to address transitional needs by:

- Articulation with feeder school when necessary.
- Sharing assessment results with middle school.
- Placement needs and requests will be shared at the end of each school year.

6. Blue Oak will conduct an annual Survey to assess the effectiveness of our parent involvement policy.

- An annual parent survey will be conducted in the spring.
- Results of the survey will be shared with School Site Council, staff and parents. The feedback, which results from the meetings, will be considered as part of the annual review of the parent involvement policy.

7. In order to continue to build parent capacity for strong parental involvement, to support a partnership among the school, parents and the community, and to improve student academic achievement, we will do the following:

- All parents will receive a letter mailed home with their child's assessment results.
- Multiple media sources such as newspapers, Connect Ed, classroom newsletters, parent bulletins, social media, the district/school/teacher websites, will be used to keep parents and the community informed.
- Intel PC Pals and Intel classroom volunteers will be encouraged to become partners with our school to enhance community involvement.
- School activities that reach out to parents and the community will be offered.

8. The school will, with the help of the district, provide training and materials to help parents work with their children to improve academic achievement by:

- Sharing information with parents at Back to School Night, parent-teacher conferences, school and teacher newsletters, student agendas, and grade level standards.

- Helping preschool students and their parents through the First Five program by providing information and education on kindergarten readiness.
- Offer parenting classes.
- Provide parent education nights that support academic progress

9. Blue Oak will build ties between parents and the school by:
- Informing parents of important school information through Connect-Ed, websites and social media..
- Providing a monthly newsletter to parents both electronically or through hardcopy for those without access to email.
- Posting information on parent involvement opportunities on the school Facebook, Blue Oak's website, PTA website and school marquee.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title one and Title III are only categorical funds that apply.

18. Fiscal support (EPC)

Blue Oak does not receive any LCFF Supplemental Grant funding. District funding is provided for our math and reading Intervention and ELD support teachers and the Literacy Coach. Two days of substitute time in order for teachers to administer assessments are provided through site funds.

Description of Barriers and Related School Goals

At Blue Oak we believe that it is imperative to close the achievement gap. Every student that comes to our school deserves to have a high quality education. This means that we must meet our students where ever they are in their academic journey. Differentiation in the classroom in necessary in order to better meet the needs of each individual. The goal for Blue Oak School is to support our subgroups that are not making progress in accordance with the California School Dashboard report. The school recognizes the need to further support English Learners (EL), students with disabilities, and our socio-economically disadvantaged students (SED).

Our EL population struggles with achieving proficiency as measured by standardized tests. For many Limited English Proficiency students, time to acquire academic vocabulary is needed. Our goal is to provide students with a rigorous curriculum as well as support their language needs while also insuring that the students remain engaged in the learning process.

Blue Oak serves students with varying levels of need and disabilities within our Special Education program. Students need exposure to rigorous curriculum while receiving appropriate supports. The Learning Center serves students with varying disabilities. We must meet the students' needs in the least restrictive environment while also challenging the students to attain their individualized learning goals.

Some of our students have difficulty accessing academic support at home. Students may not be provided with support the need to gain independence and comprehension of some subject matters. Back to School Night, Open House, Parent Education Nights, parent meetings, and regular home to school communication are used as a means to support parents in helping their students at home.

Blue Oak strives to meet the needs of the individual students while providing them an appropriate and rigorous curriculum that challenges them to make growth. Data analysis is a method used to help school staff to identify student strengths and needs and to guide instruction. Subgroups are identified and targeted by teachers and committees to determine appropriate instructional strategies and intervention models.

Some students do not come to school ready to learn. In order to remove barriers, we stock out nurse's office with weather appropriate clothing and our students have an opportunity to eat breakfast before school or at their morning nutritional break. We

also have our counselor on site three days a week for work in social/emotional readiness. This helps to insure that students have their basic needs met and will be better able to access learning.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	89	79	59	88	76	57	88	76	57	98.9	96.2	96.6
Grade 4	93	93	82	90	86	82	90	86	82	96.8	92.5	100
Grade 5	119	89	95	116	89	89	116	89	89	97.5	100	93.7
All Grades	301	261	236	294	251	228	294	251	228	97.7	96.2	96.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2418.5	2456.8	2416.8	20	36	14.04	25	29	35.09	27	26	22.81	27	9	28.07
Grade 4	2478.0	2440.0	2487.5	28	10	30.49	27	21	28.05	16	34	28.05	30	35	13.41
Grade 5	2487.3	2515.8	2497.1	11	25	16.85	29	31	26.97	34	27	29.21	26	17	26.97
All Grades	N/A	N/A	N/A	19	23	21.05	27	27	29.39	26	29	27.19	28	21	22.37

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15	25	17.54	50	50	49.12	35	25	33.33
Grade 4	29	15	25.61	43	44	60.98	28	41	13.41
Grade 5	18	24	23.60	40	45	46.07	42	31	30.34
All Grades	20	21	22.81	44	46	52.19	36	33	25.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	25	33	10.53	45	61	54.39	30	7	35.09
Grade 4	34	12	30.49	39	52	53.66	27	36	15.85
Grade 5	16	29	26.97	62	51	44.94	22	20	28.09
All Grades	24	24	24.12	50	54	50.44	26	22	25.44

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	14	21	24.56	67	75	64.91	19	4	10.53
Grade 4	17	14	23.17	77	69	65.85	7	17	10.98
Grade 5	15	26	21.35	71	62	61.80	15	12	16.85
All Grades	15	20	22.81	71	68	64.04	14	12	13.16

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	27	32	17.54	47	62	50.88	26	7	31.58
Grade 4	20	14	24.39	60	52	68.29	20	34	7.32
Grade 5	25	34	21.35	60	61	58.43	15	6	20.22
All Grades	24	26	21.49	56	58	60.09	20	16	18.42

Conclusions based on this data:

1. Based on our comprehensive needs assessments we have found that students with disabilities are performing less well when compared to their grade level peers.
2. Based on our comprehensive needs assessments we have found that students with disabilites, socio economically disadvantaged and Hispanic students have made progress; however, they continue to perform less well than their grade level peers.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	89	79	59	88	76	57	88	76	57	98.9	96.2	96.6
Grade 4	93	93	82	91	86	82	90	86	82	97.8	92.5	100
Grade 5	119	89	95	116	89	89	116	89	89	97.5	100	93.7
All Grades	301	261	236	295	251	228	294	251	228	98.0	96.2	96.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2428.4	2464.7	2429.4	14	29	14.04	34	41	33.33	32	20	31.58	20	11	21.05
Grade 4	2481.8	2450.1	2488.9	18	7	10.98	30	21	45.12	37	51	34.15	14	21	9.76
Grade 5	2479.3	2512.1	2483.8	7	20	11.24	20	22	14.61	34	36	46.07	39	21	28.09
All Grades	N/A	N/A	N/A	12	18	11.84	27	27	30.26	35	36	38.16	26	18	19.74

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	31	49	22.81	41	36	49.12	28	16	28.07
Grade 4	29	8	34.15	39	41	43.90	32	51	21.95
Grade 5	9	22	13.48	34	40	37.08	58	37	49.44
All Grades	21	25	23.25	37	39	42.54	41	35	34.21

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	23	33	22.81	47	57	50.88	31	11	26.32
Grade 4	23	10	20.73	56	53	58.54	21	36	20.73
Grade 5	16	25	8.99	43	46	56.18	41	29	34.83
All Grades	20	22	16.67	48	52	55.70	32	26	27.63

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	23	43	21.05	55	49	54.39	23	8	24.56
Grade 4	27	15	26.83	50	52	58.54	23	33	14.63
Grade 5	8	20	10.11	59	49	47.19	34	30	42.70
All Grades	18	25	18.86	55	50	53.07	27	24	28.07

Conclusions based on this data:

1. Based on our comprehensive needs assessment we have found that in 2016/2017, overall students declined in the area of mathematics, specifically in the areas of problem solving and communicating reasoning.
2. Based on our comprehensive needs assessments we have found that students with disabilities and Hispanic students are performing less well than their peers in Mathematics.

School and Student Performance Data

CAASPP Results (All Students)

CAASPP Science Results for All Students												
Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
5	74	86		22	11		4	0		1	4	

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K							***		***				***		
1		50		25			75	25	***					25	
2				***				25	60		25	40		50	
3				***	***			***	25		***	50	***		25
4			***	50	***		50					***			
5		25		***	75		***								
Total		18	8	39	35		50	18	46		12	38	11	18	8

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement: English Language Arts
LEA GOAL:
GOAL #1: STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREAS
SCHOOL GOAL #1:
Increase the average scale score by 5 points for all students and all significant subgroups as measured by SBA assessments for 2018.
Data Used to Form this Goal:
Data from the 2016-2017 administration of the SBA was used as a baseline for the goals set for the 2017-2018 school year. The 16/17 data will be used to measure progress towards this goal. Examination of each of the claims as well as grade level cohorts, class, and individual student scores will be used to identify areas of strength and areas of need.
Findings from the Analysis of this Data:
Comparing data across two years of SBA assessments, students in grades 3rd-5th maintained with little growth in the area of ELA. The 16/17 data showed that students maintained, with a small improvement of 2 points. This has students performing 3.9 points above level 3.
How the School will Evaluate the Progress of this Goal:
Formative and summative data, including MAP, BAS, STAR assessment data, will be used to monitor progress toward the spring administration of the 2017-2018 SBA. Data received after SBA administration will be used to measure goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will work with district literacy coach around balanced literacy implementation.	October 2017- May 2018	Administration, Teachers, Literacy Coach	Supplies	4000-4999: Books And Supplies	LCFF - Base	2,000
Reading intervention for at risk students in grades 1st through 5th	September 2017- May 2018	Administration, teachers, literacy coach, intervention teachers	Materials	4000-4999: Books And Supplies	LCFF - Base	1,000
			Intervention Teacher	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	12,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Online resources to provide students with additional differentiated materials	October 2017-May 2018	Administration, Teachers	Reading A to Z	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	3,000
Release time for teachers to complete assessments	September 2017-May 2018	Administration, Teachers	Substitute teacher costs	5000-5999: Services And Other Operating Expenditures	LCFF - Base	7,000
Staff development/Training	September 2017-May 2018	Administration, Staff	Professional Development	5000-5999: Services And Other Operating Expenditures	LCFF - Base	1,000
Provide updated and necessary materials to support instructional program	September 2017-May 2018	Administration, Teachers, Librarian	Books & Supplies	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	12,000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement: Mathematics
LEA GOAL:
GOAL #1: STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREAS
SCHOOL GOAL #2:
Increase average scale core by 5 points for all students and all significant subgroups as measured by SBA assessment for 2018.
Data Used to Form this Goal:
Data from the 2016-2017 administration of the SBA was used as a baseline for the goals set for the 2017-2018 school year. The 16/17 data will be used to measure progress towards this goal. Examination of each of the claims as well as grade level cohorts, class, and individual student scores will be used to identify areas of strength and areas of need.
Findings from the Analysis of this Data:
Comparing data across two years of SBA assessments, students in grades 3rd-5th declined in the area of math. The 16/17 data showed that students declined by 4 points. This has students performing 4.3 points below level 3.
How the School will Evaluate the Progress of this Goal:
Student progress toward this goal will be monitored through the use of formative and summative assessment data collected from curriculum embedded assessments, MAP scores, and classroom and student observations. Progress of this goal will be evaluated based upon 2018 SBA results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Release time will be used to examine students' needs and plan future units	October 2017- May 2018	Administration, Teachers	Substitutes for teachers	5000-5999: Services And Other Operating Expenditures	LCFF - Base	2,000.00
Math Intervention Materials	September 2017- May 2018	Administration, Teachers	Materials and Supplies	4000-4999: Books And Supplies	LCFF - Base	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide additional learning opportunities to those students not showing progress toward grade level standards, skills and concepts	September 2017-May 2018	Administration, Teachers	Intervention Costs	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	12,000
Provide technology applications, resources, and support for the instructional program	September 2017-May 2017	Administration, Teachers	Software and supplies	4000-4999: Books And Supplies	Library Grant	5,000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate and Safety
LEA GOAL:
GOAL #5: PROMOTE THE DEVELOPMENT OF EACH STUDENT AS A "WHOLE" PERSON
SCHOOL GOAL #3:
In striving to maintain a positive school climate, by June 2018 evidence will show that students demonstrate school, classroom, and personal pride in being a Blue Oak Bulldog, as measured by observation and survey data.
Data Used to Form this Goal:
Staff surveys, parent surveys, student surveys, school discipline records, Healthy Kids Survey
Findings from the Analysis of this Data:
Overall students, teachers, and families feel positive about Blue Oak and feel that they are safe, connected to the school, and treated fairly. Discipline records show a decline in referrals and suspensions.
How the School will Evaluate the Progress of this Goal:
We will use results of parent and student surveys given in the Spring of 2018. Teacher observations of students demonstrating respect, cooperation and collaboration in and out of the classroom. We will monitor PAWS program for continued school wide pride shown through positive choices.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued student groups (Leadership, Peace Patrol, Grand Greeters)	September 2017-May 2018	Administration, Teachers	Materials and supplies	4000-4999: Books And Supplies	Library Grant	1,000
Continued Core Value student recognition	September 2017 - May 2018	Administration, Teachers	Student Awards	4000-4999: Books And Supplies	Library Grant	750
Community Service Projects	Ongoing	Administration, Staff				

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Suspension Rate
LEA GOAL:
GOAL #1: STUDENT ACHIEVEMENT-MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREAS
SCHOOL GOAL #4:
Blue Oak Elementary staff will work with students to explicitly teach behavior expectations and ways to manage behaviors in an effort to prevent situations that may lead to suspension.
Data Used to Form this Goal:
Data from the California Dashboard and local discipline data was used to establish this goal.
Findings from the Analysis of this Data:
While the suspension rates at Blue Oak have maintained over a two year period, the rates of suspensions for students with disabilities and El students are rated high according to Dashboard data.
How the School will Evaluate the Progress of this Goal:
Status on this goal will be evaluated based on suspension and referral data collected from eSchool.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Positive behaviors will be taught and reinforced.	Ongoing	Administration, Teachers, Staff				

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF - Base	14,000.00
LCFF - Supplemental	24,000.00
Library Grant	6,750.00
Parent-Teacher Association (PTA)	15,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	24,000.00
4000-4999: Books And Supplies	25,750.00
5000-5999: Services And Other Operating Expenditures	10,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	LCFF - Base	4,000.00
5000-5999: Services And Other Operating	LCFF - Base	10,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	24,000.00
4000-4999: Books And Supplies	Library Grant	6,750.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	15,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	38,000.00
Goal 2	20,000.00
Goal 3	1,750.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rachelle Ball	X				
Melinda Spooner	X				
Kristi Palmer		X			
Diana Shivley		X			
Susan Brown			X		
Cynthia St Pierre				X	
Brenda Foisy				X	
Rick Vahl				X	
Numbers of members of each category:	**2**	**2**	**1**	**3**	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee _____
Signature

English Learner Advisory Committee _____
Signature

Special Education Advisory Committee _____
Signature

Gifted and Talented Education Program Advisory Committee _____
Signature

District/School Liaison Team for schools in Program Improvement _____
Signature

Compensatory Education Advisory Committee _____
Signature

Departmental Advisory Committee (secondary) _____
Signature

Other committees established by the school or district (list): _____
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on 12/5/17.

Attested:

Rachelle Ball		
Typed Name of School Principal	Signature of School Principal	Date
Cynthia St. Pierre		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

State Indicators	Subgroups	16-17 # of Students	15-16	16-17	Status X points above/below level 3	Change Increase/ Decrease	
Chronic Absenteeism							
	All	471	NA	6%	NA	NA	
	Economically Disadv.	132	NA	10%	NA	NA	
	EL	13	NA	0%	NA	NA	
	Students w/ Dis.	80	NA	8%	NA	NA	
	White	378	NA	5%	NA	NA	
	Hispanic	61	NA	7%	NA	NA	
Suspension Rate							
	All	471	1% Low	1% Low		Maintained	**Green**
	Economically Disadv.	132	3% Medium	2% Medium		Declined Significantly	**Green**
	EL	13	5% High	8% Very High		Declined Significantly	**yellow**
	Students w/ Dis.	80	7% Very High	4% High		Declined Significantly	**yellow**
	White	378	1% Low	1% Low		Maintained	**Green**
	Hispanic	61	2% Medium	2% Medium		Maintained	**yellow**
English Language Arts							
	All	228	2472 Medium	2474 Medium	3.9 pts above level 3	2 pt. increase Maintained	**yellow**
	Economically Disadv.	66	2436 Low	2455 Low	12 pts below level 3	19 pt. increase Increased	**yellow**
	Students w/ Dis.	51	2411 Low	2416 Low	54 pts below level 3	5pt increase Maintained	**yellow**
	White	191	2476 Medium	2477 Medium	6.6 pts above level 3	1 pt increase Maintained	**yellow**
	Hispanic	22	2448 Low	2457 Low	16 pts below level 3	9 pt increase Increased	**yellow**
Mathematics							
	All	228	2476 Medium	2472 Medium	4.3 pts below level 3	4 pt decrease Declined	**yellow**
	Economically Disadv.	66	2449 Low	2452 Low	26 below level 3	3 pt increase Maintained	**yellow**
	Students w/ Dis.	51	2423 Low	2423 Low	61 pts below level 3	0 pt change Maintained	**orange**
	White	191	2480 Medium	2477 Medium	9 pts below level 3	3 pt decrease Declined	**yellow**
	Hispanic	22	2468 Medium	2456 Low	33 pts below level 3	12 pt decrease Declined Significantly	**orange**

		# of Students 2016-2017	% of EL Students who increased 1 or more performance level 2016-2017
English Learner Progress		13	62.5

Local Indicators							
Basics	See Narrative	N/A	N/A	N/A	N/A		
Implementation of State Standards	See Narrative	N/A	N/A	N/A	N/A		
Parent Engagement	See Narrative	N/A	N/A	N/A	N/A		
Local Climate Survey	See Narrative	N/A	N/A	N/A	N/A		

The Single Plan for Student Achievement

School: Buckeye Elementary School

CDS Code: 09618386005466

District: Buckeye Union Elementary School District

Principal: Deedra Devine

Revision Date: 12/13/17

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Deedra Devine

Position: Principal

Phone Number: 530-677-2277

Address: 4561 Buckeye Road
Shingle Springs, CA 95682

E-mail Address: ddevine@buckeyeusd.org

The District Governing Board approved this revision of the SPSA on 12/13/17.

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School Vision and Mission

Buckeye Elementary School's Vision and Mission Statements
Buckeye School Vision

Buckeye School will continue to be a community of lifelong learners, where responsibility, respect and resilience are modeled and practiced each day by adults and children in a safe and orderly environment. Students, staff, families and our community will work and problem-solve together. Students and staff will feel valued and have many opportunities to be the best they can be as they contribute and learn at Buckeye School.

Buckeye School Mission

Buckeye Elementary School respects the dignity and uniqueness of each student and believes that all students are capable of learning in a safe and predictable environment. Our students, staff, parents and community work together to help students be the best they can be intellectually, emotionally, socially and physically. This cooperative process enhances lifelong learning as well as celebrates the special contributions of individuals.

School Profile

Teacher and Staff Information

All teachers at Buckeye School are NCLB compliant and highly qualified. All teachers also possess a full credential. There are no teacher misassignments.

Curriculum and Instructional Materials

Our district provides a current, standards-aligned textbook for each child. Our curriculum includes:
Reading/Language Arts - Schoolwide Fundamentals of Reading K-5
Being A Writer K-5
Snap Close Reading 3-5
SIPPS K-3
Benchmark Education Bookrooms K-5
Fountas and Pinnell Benchmark Assessment System K-3
Mathematics - Scott Foresman
Science - Harcourt
History-Social Science - Harcourt, grades K-3; Scott Foresman, grades 4-5

Class Size and Enrollment

Buckeye School strives to maintain low student to teacher ratios. Our recent number of classrooms at each grade level had the following average class size:
Kindergarten 3 classes with an average class size of 23 and 70 total students
First Grade 2 classes with an average class size of 26 and 52 total students
Second Grade 2.5 classes with an average class size of 25 and 63 total students
Third Grade 2.5 classes with an average class size of 24 and 60 total students
Fourth Grade 2 classes with an average class size of 29 and 58 total students
Fifth Grade 2 classes with an average class size of 32 and 64 total students

Buckeye Elementary School uses the following programs and practices to support our under performing students:

Intervention Teachers (Extended Learning) for Reading, Math, and English Learners
Differentiation strategies within the regular instructional day
Small flexible group instruction in core subject areas
Cross age tutors
Bobcat RAP – Leveled Literacy Instruction in grades K-5

Parent/community volunteers
Needs-based ability groups
Title I support in Reading

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

An annual survey of parents was conducted in May 2017, along with a 5th grade student survey conducted in October 2017. The results of the survey indicate that 93% of parents state that their child feels safe and secure from harassment at school. In the area of reading, 95% of parents believe the educational program meets their child's needs. In the area of math, 93% of parents believe the educational program meets their child's needs. In the area of technology, 93% of parents believe the educational program meets their child's needs. The survey results noted that 90% of parents believe that school and district communications keep them informed about activities and initiatives. Based on the data, we see a strong parental belief that the school provide a safe and secure environment. We noted a strong parent belief that programs in reading, math and technology meet their child's educational needs. We also noted a parental belief that the school and district keep parents informed about activities and initiatives.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Informal observations are conducted with frequency throughout the year. Formal observations occur for teachers on an evaluation cycle as outlined in the Buckeye Union School district's teacher contract. Feedback to teachers is given in the form of notes or through conversation surrounding instructional practices, student engagement, use of technology, curriculum implementation, etc. These observations are centered around the California Standards for theTeaching Profession. The findings from these observations help to determine next steps for professional development, guides our literacy and technology coaches' work, and gives the school a snapshot of how teaching and learning is occurring throughout the school.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   The site participated in the administration of the California Smarter Balanced Assessment in spring 2017. The results of the assessment indicate the percent of students meeting and exceeding standards in English Language Arts and Mathematics were 58% and 55%, respectively. This data tells us that, overall, the Academic Indicator in ELA had students scoring in the high (green) level with an 16 point increase, and in Math, students scored medium (yellow) with a 3 point increase.

The Academic Indicator for ELA subgroups showed that SED students significantly increased by 20 points, moving from a low to a medium level. Our Hispanic subgroup significantly increased by 14 points, keeping them in the high level. Our White subgroup increased by 10 points, keeping them in the high level, and our Special Education population decreased by 6 points, leaving them in the very low level.

The Academic Indicator for Math subgroups showed that SED students increased by 2 points, placing them in the medium level. Our Hispanic students scores declined by 8 points, leaving them in the low level. Our White subgroup increased by 1 point, leaving them in the high level. Our Special Education subgroup scores declined by 26 points, leaving them in the very low level.

Additionally, the site also tracks local assessment data, including the Accelerated Reader Success Index. Last year, 68% of students were achieving a score of 85% or higher on AR quizzes. This is one indicator that assists in verifying students are reading books independently that are at their optimal level for developing comprehension skills.

K-3 classrooms are using the Benchmark Assessment System and SIPPS assessments in order to appropriately level students for reading instruction. In grades 1-3, students who are struggling with reading are referred to reading intervention on the basis of this data point and teacher observation. In grades 4 and 5, students who are struggling with reading are referred to reading intervention based on AR results, MAP results, and classroom performance.

The MAP (Measure of Academic Progress) assessment program is used in grades 3-8. The MAP assessments measure reading, math, and language arts learning. The results of these assessments provide teachers with an indication of a student's instructional readiness for specific learning goals. Given that these assessments are well correlated with the State's SBA program, they provide teachers with a good indication as to whether or not a student is making progress, over time, towards meeting standards.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

In grades 3-5, each of our math and language arts classes administer the MAP assessment. This is an assessment produced by the Northwest Education Association that provides data that measures student growth, projects student proficiency on high stake tests, and it informs teachers how to differentiate their instruction and plan their curriculum. This assessment will be given at the start of the year as a baseline and then given mid second trimester. Teachers administer the Reading and Math assessments, with Language Arts being an optional assessment.

Teachers also use curriculum-embedded assessments in all subject areas to monitor student progress on a daily, weekly, and end-of-unit basis. The assessments are composed of both formative and summative assessments that are used to monitor student progress over time, and provide data to be used for grouping students for instruction, reteaching, and differentiating instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

One hundred percent of teachers meet criteria as highly qualified (ESEA).

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers of subjects that obtained new instructional materials received professional development for the effective implementation of those materials.In 2014-2015, the site implemented new instructional materials (writing and/or mathematics). In the 2015-2016 school year, training on these materials continued, along with professional development and literacy coaching supporting teachers in Balanced Literacy curriculum. In the 2016-2017 school year, grades TK-5 are participating in NGSS professional development along with grades 3-5 receiving literacy coaching on small leveled reading groups to support our Balanced Literacy Curriculum.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teacher professional development on the implementation of new State Standards continues during the 2017-18 school year, with an emphasis on NGSS. Additionally, teachers have received professional development for the implementation of digital technology (i.e. Chromebooks) in the classroom.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

During the 2014-2015 school year, the District staffed a Director of Curriculum and Instruction. Since 2015, teachers in grades TK-5 have been, and will continue to be, supported by a Literacy Coach, who will assist with the continued implementation of our Balanced Literacy program.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The District provides teachers with early release time, each Wednesday. This time is designed to enable teachers to examine curriculum, pacing, assessments and results, and student progress.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers are engaged in ongoing professional development and collaboration aimed at aligning curriculum, instruction, and materials to State Standards,

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Sufficient instructional minutes are allocated to ensure high quality first instruction in reading/language arts and mathematics. On average, students in grades K-5 receive 120 minutes, daily, in reading/language arts and students in grades K-5 receive 60 minutes in mathematics, daily.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

All schedules are designed with flexibility for the delivery of interventions to students in need of additional academic and/or social/emotional support.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All student groups have access to appropriate standards-based materials for all subjects.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The District provides SBE-adopted and standards aligned instructional materials, including intervention materials.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students in need of additional support in meeting the standards are provided with a variety of experiences designed to help them meet the grade level standards. In the general education classroom these supports include differentiated instruction, small group instruction, accommodated assignments, varied instructional strategies, SDAIE strategies for English Language Learners, and additional time for learning. Students with significant gaps in their learning may also participate in specialized Intervention instruction designed to fill in learning gaps and accelerate their learning so that they can attain grade level proficiency. Students with an IEP are provided additional learning opportunities in our Learning Center structured around their IEP goals and additional instruction designed to help them meet grade level standards. Students with a 504 Plan are provided

additional supports based upon their 504 accommodations. Students with social/emotional needs are afforded the opportunity to meet with our part-time school counselor either one-on-one or in group sessions. Students with more specific social/emotional needs and who are on an IEP or 504 may be recommended for further mental health services.

Buckeye Elementary provides special education classes to support our special education students. In grades TK-5, we offer RSP or SDC services. Classes are kept small to help provide for more individual support. Students who struggle in Reading Comprehension in grades K-5 may be referred to our LLI (Leveled Literacy Intervention) pull-out program. EL students who are at the CELDT Beginning or Intermediate Levels are being serviced by an EL Instructor through a pull-out program. Students in grades 3-5 who fall under EL, low socioeconomic, or foster youth, may be referred to our math intervention pull-out program, in its second year of implementation.

Buckeye Elementary uses the following programs and practices to support our underperforming students:
SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)
LLI (Leveled Literacy Intervention)
Math Intervention Program in grades 3-5 (pull-out program)
RAZ Kids
Lexia Core 5
Leveled Book Room with text sets
Partnership with Sierra Assistance League for Literacy Development
GLAD (Guided Language Acquisition Development)
Differentiation strategies within the regular instructional day
Active Participation
Small flexible group instruction in core subject areas
Needs-based ability groups in Reading
Cross-age tutors
Parent/community volunteers
BAS (Benchmark Assessment System) for reading K-3
Math Benchmark Assessments
Numerous computer applications to reinforce instruction

14. Research-based educational practices to raise student achievement

Teachers use a wide range of instructional strategies and summative and formative assessment that raise student achievement. In addition to the summative and formative assessments listed above in question 2, teachers complete regular training on the latest education practices to include in their classroom teaching. Examples of training include: close reading strategies, questioning strategies, depth of knowledge training, training on the Standards of Math Practice, NGSS training, and coaching in the areas of math and language arts.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Buckeye School is fortunate to have a very supportive parent and community group. The Parent Teacher Club and School Site Council are very active and provide opportunities for parent involvement. Our school has an average of 18 parent volunteers each day who complete more than 50 hours per day of volunteer service in our classrooms. Parents also volunteer for numerous other activities in support of the school. The following is a partial list of well-supported ongoing volunteer activities:
Leadership Activities include Parent Teacher Club, School Site Council, District LCAP Advisory, Wellness and Budget Committees
Student Support Activities include Cross Country volunteers, field trip chaperones, classroom volunteers, Love and Logic participants, Odyssey of the Mind leaders, Assemblies
Fund Raising Activities include the Bobcat Bash and Ice Cream Social, Sees Candy sales, Jog-A-Thon
Other Fun Activities include Dr. Seuss Night, Back To School Night, Book Fair, Open House

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parent Involvement Policy

Buckeye Elementary School agrees to implement the following statutory requirements:
We will jointly develop with parents, distribute to parents of participating children, a school Parental Involvement Policy that the school and parents of participating children agree on.

We will notify parents about the school Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.

We will make the school Parental Involvement Policy available to the local community.

We will periodically update the school Parental Involvement Policy to meet the changing needs of parents and the school.

We will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.

DESCRIPTION OF HOW BUCKEYE ELEMENTARY SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS
1. Buckeye Elementary will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its Single Plan for Student Achievement in an organized, ongoing and timely way under section 1118(b) of the ESEA:
School Parent Involvement Policy Process:
Plan will be outlined at Fall meetings Sept.-October 2017 Title I Parent Meetings and School Site Council
Input gathered from meetings and surveys to build consensus Sept.-May Site Leadership, Parent Survey, Parent Teacher Club, English Language Advisory Committee
Final draft adopted by Title I Parents and School Site Council November 6, 2017

Single Plan for Student Achievement Process:

Conduct a needs assessment which includes all stakeholders
Base needs assessment on school data and input from surveys and committees (Title I parents, English Language Advisory Committee, parent survey, CA Healthy Kids survey)
Set goals
Determine a monitoring process
Distribute the completed plan

2. Buckeye Elementary will take the following actions to distribute to parents of participating children and the local community its Parent Involvement Policy:

Back To School Night
School Website
Title I Parent Meetings

3. Buckeye Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
Annually, parents are provided an opportunity for review and input on the School Parental Involvement Policy. This typically occurs at the first Title I parent meeting each year.

4. Buckeye Elementary School will convene an annual meeting to inform parents of the following:
- That their child's school participates in Title I,
- About the requirements of Title I,
- Of their rights to be involved,
- A copy of the school's school-parent compact,
- About their school's participation in Title I.

Parents will be informed of the annual meeting in writing, with a follow-up phone call and/or email to remind them of the meeting.

5. Buckeye Elementary School will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services related to parental involvement:

Our Title I Parents will meet three times each year. This group will be a forum in which parents of underachieving students will be given an explanation of how the program will help their child. Parents will also be invited to give input into school programs and issues which effect student achievement.

6. Buckeye Elementary School will provide timely information about Title I programs to parents of participating children in a timely manner:
Information is provided at Back to School Night, upon request, and at each Title I parent meeting.

7. Buckeye Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
At Back to School Night, parents will receive copies of the standards along with explanations of the assessments used.
At parent conferences, parents will have the opportunity to review and discuss their student's work with the teachers and to hear about progress towards standards.
Parents will receive progress reports, as frequently as needed, and report cards three times per year detailing proficiency levels.

8. Buckeye Elementary School will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
Parents will be provided with opportunities to formulate suggestions, and participate in educational decisions relating to their children.

9. Buckeye Elementary School will submit to the district any parent comments if the school wide plan under section (1114) (b) (2) is not satisfactory to parents of participating children.

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Buckeye Elementary will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
The school will hold an annual meeting to inform parents of school data. The data will be presented in an understandable and accessible manner. Translators will be available for the meetings. Topics will include analysis of the school state testing results, and sub-group data. The meeting will include input from the principal regarding the data and school interventions currently in place to address achievement gaps. Parents will be invited to share their view of the data and to offer suggestions for improved connections between home and school.
All parents will receive a letter mailed to their home informing them of their child's assessment results on the annual CAASP state achievement tests.
Multiple media sources such as Connect Ed, the district newsletter, and district and school level websites will be used to convey annual school progress toward district, state and federal goals. The school parent involvement policy will be posted on the school's website.
Parents will receive their student's assessment results and be invited to speak with school personnel regarding the state CAASP results.

2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy.

3. Buckeye School will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph:
- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Title I,
- how to monitor their child's progress, and
- how to work with educators.

4. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
Parent education training regarding how to support key grade level standards at home will be offered to parents.
Information about how to help students at home with homework and other curriculum related activities will be offered to families at the annual Back to School Night and in the school newsletter, as well as in parent-teacher conferences.
School expectations and course content will be provided to parents at the annual Back to School Night.

5. Buckeye Elementary will, with the assistance of the district and parents, educate its teachers, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
Staff will receive training in how to reach out to parents in ways that establish trust and rapport and build strong partnership aimed at student success.
Connect Ed will be used to inform parents of important school information.
Schools will provide a monthly newsletter to parents.
Parent involvement information will be posted on the school website.

6. The school will coordinate and integrate parental involvement programs and activities with Head Start, public preschool and other programs, and other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
Information will be readily available on the school website.

7. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand:
The following documents are translated for parents:
California English Language Development Test
California Assessment of Student Performance and Progress (CAASP) Results
Uniform Complaint Procedures
Enrollment Options Letter
Home Language Survey

Additionally, translation services are available by phone or for additional documents. Translators will be made available for school site needs, whenever possible.

ACCESSIBILITY

Buckeye Elementary School will build the school's and parent's capacity for strong parental involvement, provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students.

ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the agenda and minutes of the Title I Parent Meeting on September 27, 2017.

This policy was adopted by Buckeye Elementary School on November 6, 2017 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 9, 2017 . It will be made available to the local community on or before November 30, 2017. Buckeye Elementary School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

_____

Principal

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

    Title I and Title III are the only categorical funds that apply.

18. Fiscal support (EPC)

    Buckeye School receives Title I funding. Buckeye School does receive LCFF Supplemental Grant funding. District funding is provided for our Intervention and ELD support teachers, Literacy Coach, and substitute days for LCF participation.

Description of Barriers and Related School Goals

Based on our comprehensive needs assessments we have found that students from socioeconomically disadvantaged households as well as students with disabilities are performing less well than their non socioeconomically disadvantaged or non-disabled peers in English Language Arts and Mathematics. Additionally we found that our students from the Hispanic subgroup also under-perform compared to other sub-groups in English Language Arts and Mathematics.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	49	70	56	49	70	55	49	70	55	100.0	100	98.2
Grade 4	84	51	70	83	49	70	81	49	70	98.8	96.1	100
Grade 5	73	83	46	72	83	45	72	83	45	98.6	100	97.8
All Grades	206	204	172	204	202	170	202	202	170	99.0	99	98.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2366.5	2410.4	2463.6	10	14	43.64	16	23	21.82	24	39	20.00	49	24	14.55
Grade 4	2452.6	2462.5	2466.3	11	22	20.00	43	22	34.29	16	24	21.43	30	31	24.29
Grade 5	2508.3	2505.0	2514.9	21	23	24.44	31	31	31.11	28	19	20.00	21	27	24.44
All Grades	N/A	N/A	N/A	14	20	28.82	32	26	29.41	22	27	20.59	31	27	21.18

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	20	17	38.18	29	49	34.55	51	34	27.27
Grade 4	25	22	21.43	46	41	58.57	30	37	20.00
Grade 5	19	24	37.78	50	51	37.78	31	25	24.44
All Grades	22	21	31.18	43	48	45.29	35	31	23.53

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2	11	43.64	41	59	43.64	57	30	12.73
Grade 4	11	18	17.14	62	51	55.71	27	31	27.14
Grade 5	32	27	26.67	43	45	51.11	25	29	22.22
All Grades	16	19	28.24	50	51	50.59	34	30	21.18

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14	17	40.00	57	69	52.73	29	14	7.27
Grade 4	17	24	15.71	63	63	74.29	20	12	10.00
Grade 5	15	23	24.44	68	59	55.56	17	18	20.00
All Grades	16	21	25.88	63	63	62.35	21	15	11.76

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	13	43.64	43	60	40.00	47	27	16.36
Grade 4	11	20	22.86	63	63	55.71	26	16	21.43
Grade 5	26	23	26.67	68	58	51.11	6	19	22.22
All Grades	16	19	30.59	60	60	49.41	24	21	20.00

Conclusions based on this data:

1. In 2016-2017, 58% of our students met or exceeded the standards in English Language Arts compared to 2015-2016 when 46% of our students met or exceeded the standards in English Language Arts.
2. In looking at our students' scaled scores in the area of ELA, we improved by 16 points overall. Our SED subgroup improved by 20 points and our Hispanic subgroup improved by 14 scaled score points. An area of needed growth is with our Special Education population as that group's scaled score declined by 6 points.
3. Listening and Research/Inquiry Claims were relative strengths (89% and 80% Above/ At or Near Standard) while Reading and Writing were relatively weaker areas (79% and 79% Above/ At or Near Standard)

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	49	70	56	49	70	55	47	70	54	100.0	100	98.2
Grade 4	84	51	70	83	49	70	82	49	70	98.8	96.1	100
Grade 5	73	83	46	72	83	45	72	83	45	98.6	100	97.8
All Grades	206	204	172	204	202	170	201	202	169	99.0	99	98.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2418.2	2445.0	2443.8	16	19	20.37	24	40	38.89	33	30	22.22	27	11	18.52
Grade 4	2470.4	2482.2	2486.3	8	16	14.29	41	31	40.00	33	35	32.86	17	18	12.86
Grade 5	2505.8	2506.4	2522.3	19	17	24.44	26	28	26.67	26	30	26.67	28	25	22.22
All Grades	N/A	N/A	N/A	14	17	18.93	32	33	36.09	30	31	27.81	23	19	17.16

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	23	36	46.30	40	43	25.93	36	21	27.78
Grade 4	24	24	31.43	44	43	40.00	32	33	28.57
Grade 5	29	28	35.56	35	34	33.33	36	39	31.11
All Grades	26	30	37.28	40	39	33.73	34	31	28.99

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	23	20	31.48	47	60	46.30	30	20	22.22
Grade 4	23	24	22.86	48	51	57.14	29	24	20.00
Grade 5	18	22	20.00	50	49	55.56	32	29	24.44
All Grades	21	22	24.85	48	53	53.25	30	25	21.89

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	15	27	37.04	57	69	40.74	28	4	22.22
Grade 4	17	27	28.57	56	49	50.00	27	24	21.43
Grade 5	18	17	26.67	61	58	51.11	21	25	22.22
All Grades	17	23	30.77	58	59	47.34	25	18	21.89

Conclusions based on this data:

1. In 2016-2017, 55% of our students met or exceeded the standards in Mathematics compared to 2015-2016 when 50% of our students met or exceeded the standards in Mathematics.
2. In looking at our students' scaled score in the area of Math, we improved by 3 points overall. Our SED subgroup improved by 2 scaled score points. Areas of need include our Students with Disabilities and Hispanic subgroups, whose scaled score points declined by 26 and 8 points respectively.
3. Communicating Reasoning claims and Problem Solving and Modeling/Data Analysis were relative strengths (78% Above/ At or Near Standard) while Concepts and Procedures claims were relatively weaker areas (71% Above/ At or Near Standard).

School and Student Performance Data

CAASPP Results (All Students)

CAASPP Science Results for All Students												
Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
5	83	69		14	19		3	12		0	0	

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
1			17		50	33	100	50	50						
2				40	***		40		25		***	75	20	***	
3			***		40		***	40			20	***			
4				11	25	***	44	75	***	33			11		
5		25	***	***	13		***	38	***		25				
Total		8	18	18	31	24	59	42	35	14	15	24	9	4	

Conclusions based on this data:

1. Buckeye Elementary currently has 30 students classified as ELD in 2017, compared to 16 students in 2016.
2. The percentage of students who increased (+1 performance level or more) plus RFEP in 2016/total number of annuals CELDT tested (including those RFED'd) was at 62.5%
3. ELD students performance placed us in the Green, Very High Student Group five-by-five placement (on the California Department of Education Dashboard).

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				13	29	29	50	43	43	38	29	29			
1			14		50	43	100	50	43						
2				33	50		50		25		25	75	17	25	
3			25		40	50	***	40			20	25			
4				11	25	50	44	75	50	33			11		
5		25	***	***	13		***	38	***		25				
Total	0	6	11	16	32	32	59	41	36	19	18	21	6	3	

Conclusions based on this data:

1. The majority of our students fall into the early advanced and intermediate proficiency bands.
2. 2 students have been redesignated during the 2016-2017 school year as RFEP.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA GOAL:
Goal #1: Student Achievement - Maximize the performance of each student in all academic areas
SCHOOL GOAL #1:
Increase average scale score by 8 points for all students and all significant subgroups as measured by SBA assessment given in May 2018.
Data Used to Form this Goal:
ELA average scaled score in 2017 was 2478, a 16 point increase (2462 in 2016). SED average scaled score in 2017 was 2447, a 20 point increase (2427 in 2016). Students with Disabilities average scaled score in 2017 was 2395, a 6 point decrease (2401 in 2016). The Hispanic subgroup average scaled score in 2017 was 2452, a 14 point increase (2438 in 2016).
Findings from the Analysis of this Data:
Baselines indicate that our performance grew, with the exception being a decline in the Students with Disabilities subgroup.
How the School will Evaluate the Progress of this Goal:
Scaled scores from the 2018 SBA will be reviewed to determine if the goal was met.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Buckeye's average student scaled score on the state's SBA for ELA will increase by 8 points.	2017-18 school year	Teachers, Grades K-5	Increase school library collection	None Specified	LCFF - Base	30000.00
			Use of Lexia Core 5	4000-4999: Books And Supplies	Title I Part A: Allocation	11000.00
			Use of Newsela Pro to provide differentiated reading instruction	4000-4999: Books And Supplies	District Funded	4000.00
			Use of Learning A-Z	4000-4999: Books And Supplies	LCFF - Base	1200.00
			Enhance access to classroom libraries across the genres	4000-4999: Books And Supplies	LCFF - Base	1000.00
			Trimester assessment release cost	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	6000.00
			Professional Development for targeted staff	None Specified	Title I Part A: Allocation	35000.00
Student exposure to nonfiction text will be increased (AR nonfiction reading, SNAP nonfiction curriculum in grades 3-5 and Schoolwide curriculum grades K-5). Ongoing coaching and training during the 2017-2018 school year	2017-2018 school year	Teachers, Grades K-5	SNAP, Schoolwide, Leveled Book Room and ongoing professional development	4000-4999: Books And Supplies	Title I Part A: Allocation	10000.00
			Provide technological support for ELA in the general education classrooms	None Specified	Title I Part A: Allocation	20000.00
Reading Intervention Program - Leveled Literacy Intervention (LLI)	2017-2018 school year	Reading Intervention Teachers	Leveled Literacy Intervention grades 1-5 including pull out services	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	120000.00
			Purchase of additional teaching curriculum/books	4000-4999: Books And Supplies	Title I Part A: Allocation	1000.00
BAS (Benchmark Assessment System) utilized in grades K-3 and with some students in grades 4-5 to guide reading instruction	2017-2018 school year	General Education Teachers, sub release time required	Reading Assessment	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental Supplies and curriculum to support differentiated instruction	2017-2018 school year	Administration	Student books, paper, manipulatives for word work	4000-4999: Books And Supplies	Title I Part A: Allocation	5000.00
			Provide parent involvement supplies	None Specified	Title I Part A: Allocation	1000.00
Books and Beyond Reading Program	2017-2018 school year	Sierra Foothills Assistance League	Coordinating volunteer efforts to provide one adult to read with identified students in grades 2-3	None Specified	None Specified	

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math
LEA GOAL:
Goal #1: Student Achievement - Maximize the performance of each student in all academic areas.
SCHOOL GOAL #2:
Increase math average student scaled score by 5 points as measured by SBA assessment given in May 2018.
Data Used to Form this Goal:
Math average scaled score in 2017 was 2482, a 3 point increase (2479 in 2016). SED average scaled score in 2017 was 2451, a 2 point increase (2449 in 2016). Students with disabilities averaged scaled score in 2017 was 2410, a 26 point decrease (2436 in 2016). Hispanic subgroup average scaled score in 2017 was 2455, an 8 point decrease (2463 in 2016).
Findings from the Analysis of this Data:
Baselines indicate this is an area of relative weakness, with our Hispanic subgroup and students with disabilities demonstrating the greatest need.
How the School will Evaluate the Progress of this Goal:
Scaled Scores from the 2018 SBA will be reviewed to determine if the goal was met.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math Intervention Pull-Out program in Grades 3-5 focusing on EL, Foster Youth, and SED students	2017-18 school year	Certificated Staff	Pull out small group instruction based on student need in grades 3-5	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9000.00
			Math Intervention Materials	4000-4999: Books And Supplies	LCFF - Supplemental	1000.00
MAP (grades 3-5) Assessment utilized to guide differentiation	2017-18 school year	General Education Teachers	Collaboration around results of MAP assessment to guide and differentiate instruction using substitutes for release time	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Computer applications to enhance instruction and differentiate learning (Ten Marks, etc)	2017-18 school year	General Education Teachers	Assignments tailored to student needs	None Specified	Library Grant	1000.00
Supplemental supplies/curriculum to support differentiated instruction	2017-18 school year	Administration	Paper, manipulatives, etc.	4000-4999: Books And Supplies	LCFF - Supplemental	1000.00

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Suspension Rate
LEA GOAL:
Promote the development of each student as a "whole" person
SCHOOL GOAL #3:
By the end of the 2017-18 school year, Suspension rates will be maintained in the low status range on the California School Dashboard.
Data Used to Form this Goal:
Data from the California School Dashboard indicates we are in the Green level of student performance as a school. However, not all of our subgroups are in this category.
Findings from the Analysis of this Data:
All students performed in the Low status in 2015-16, In 2016, our suspension rates maintained or declined for all students except for our Hispanic subgroup.
How the School will Evaluate the Progress of this Goal:
At the end of the 2017-18 school year, data will be gathered from the California School Dashboard to determine whether this goal was met.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students in grades K-5 will be explicitly taught the school and classroom rules	2017-18 school year	General Education Teachers	Posters with the school and classroom expectations will be provided to each classroom	4000-4999: Books And Supplies	Library Grant	400.00
Teachers will identify students that have moderate behaviors and create a plan (individual contracts, SSTs, etc.)	2017-18 school year	General Education Teachers	Monitor student behaviors throughout the school year	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SST will be held if behaviors increase with Tier I support. Implement Tier II support if needed.	2017-18 school year	General Education Teachers, Administration, Education Specialists, parents	Team meeting to develop a more comprehensive plan to support student behaviors	None Specified	None Specified	
Professional development will be provided to staff to promote greater use of effective verbal interventions	2017-18 school year	General and Special Education Teachers	Staff will learn additional strategies to support behavior management within each classroom setting	None Specified	Library Grant	300.00

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Subgroup Academic Achievement
LEA GOAL:
Goal #1: Student Achievement - Maximize the performance of each student in all academic areas.
SCHOOL GOAL #4:
Socioeconomic disadvantaged students and English Learner subgroups of students will increase academic performance in English Language Arts and Mathematics, as measured by upward movement on the California Dashboard of one level.
Data Used to Form this Goal:
Data from the 2016-17 SBA assessment.
Findings from the Analysis of this Data:
Subgroups including the Socioeconomic Disadvantaged students and English Learners are underachieving as compared to our school wide population.
How the School will Evaluate the Progress of this Goal:
One performance band improvement will be noted on the California School Dashboard when comparing 2016-2017 SBA results with the 2017-18 SBA results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide intensive literacy intervention to identified Title I students.	2017-18 school year	Teachers, Grades K-5	Provide leveled book sets to Title I students	4000-4999: Books And Supplies	Title I Part A: Allocation	15000.00
			Certificated staff will provide guided reading instruction	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	150000.00
			Provide books and materials for Title I instruction	4000-4999: Books And Supplies	Title I Part A: Allocation	10000.00
Provide supplementary English Language Development instruction to identified students	2017-18 school year	Support Staff	Provide ELD instruction for target students	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	8000.00

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
LCFF - Base	90835.00	58,635.00
Title I Part A: Allocation	385748.00	1,748.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
District Funded	4,000.00
LCFF - Base	32,200.00
LCFF - Supplemental	27,500.00
Library Grant	1,700.00
Title I Part A: Allocation	384,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	181,500.00
2000-2999: Classified Personnel Salaries	120,000.00
4000-4999: Books And Supplies	60,600.00
None Specified	87,300.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	District Funded	4,000.00
4000-4999: Books And Supplies	LCFF - Base	2,200.00
None Specified	LCFF - Base	30,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	25,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,000.00
4000-4999: Books And Supplies	Library Grant	400.00
None Specified	Library Grant	1,300.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	156,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	120,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	52,000.00
None Specified	Title I Part A: Allocation	56,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	249,700.00
Goal 2	16,000.00
Goal 3	700.00
Goal 4	183,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Deedra Devine	X				
Stacey Banner				X	
Danielle Herrick				X	
Kelsey Holmes				X	
Heidi Burns		X			
Linda Osterling		X			
Numbers of members of each category:	**1**	**2**	**1**	**4**	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee	Signature
English Learner Advisory Committee	Signature
Special Education Advisory Committee	Signature
Gifted and Talented Education Program Advisory Committee	Signature
District/School Liaison Team for schools in Program Improvement	Signature
Compensatory Education Advisory Committee	Signature
Departmental Advisory Committee (secondary)	Signature
Other committees established by the school or district (list):	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on 11/15/17.

Attested:

Deedra Devine		
Typed Name of School Principal	Signature of School Principal	Date
Linda Osterling		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

The Single Plan for Student Achievement

School: Camerado Springs Middle School

CDS Code: 09618386096614

District: Buckeye Union Elementary School District

Principal: Douglas Shupe

Revision Date: November 1, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Douglas Shupe

Position: Principal

Phone Number: 530-677-1658

Address: 2480 Merrychase Drive
Cameron Park, CA 95682

E-mail Address: dshupe@buckeyeusd.org

The District Governing Board approved this revision of the SPSA on December 13th, 2017.

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School Vision and Mission

Camerado Springs Middle School's Vision and Mission Statements

- Camerado Springs is a safe and positive place to be – a place where students and staff are proud to belong.
- Camerado Springs is a school where students and teachers respect and value each other.
- Camerado Springs works as a team to support our students and each other.
- Camerado Springs has a challenging curriculum and high expectations based on student needs.
- Camerado Springs provides many opportunities to expand learning.
- Camerado Springs inspires students with a love of learning.

School Profile

Camerado Springs Middle School opened in September 1976 as the first middle school in the Buckeye Union School District. The majority of the campus had a full modernization of the facilities in 2007-2008, improving classroom facilities, technology upgrades, and improvements to the grounds to make it ADA compliant. The remaining facilities were modernized in the summer of 2012. In the Spring of 2017, Camerado Springs was recognized as a Gold Ribbon School by the California Department of Education.

Camerado Springs Middle School serves sixth, seventh, and eighth grade students in the Buckeye Union School District. We are dedicated to creating a learning environment that enables students to achieve their maximum potential in academic performance, critical thinking skills, expressive talents, physical development, social and emotional growth, and use of technology. At Camerado Springs we have high expectations for student achievement. We are committed to providing students with a solid academic background in a safe and supportive environment. We challenge students through an academic curriculum that requires them to apply skills and knowledge to meet district and state standards. Our intent is to build an academic foundation that will allow students to be successful in high school and beyond.

Student Body Demographics
2016-2017 Student Enrollment by Ethnicity Percentage Reported:

African American/Black - 0.8%
American Indian - 0.6%
Asian - 2.9%
Filipino - 1.8%
Hispanic or Latino - 16.9%
Pacific Islander - 0.3%
Caucasian/White - 72.4%
Two or More - 4.2%

Climate for Learning

Students at Camerado Springs Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies via the website, mailers, e-mail, school messenger phone system (Blackboard Connect), and the Student Handbook with the school's policies distributed at the beginning of the year. Parents are able to view student grades online via the E-School Plus Home Access Center. Camerado Springs Middle School has begun the initial roll-out of a new school-wide disciplinary program based on Positive Behavior Interventions and Supports (PBIS). PBIS is an application of a behaviorally based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs. At Camerado Springs we encourage our students to follow the Wildcat's Pride Expectations: Be Safe, Be Respectful, and Be Responsible. The staff continues to work to develop a program that is aligned with the state content standards in all subject areas. Included in the program is a comprehensive assessment and accountability component. The results of all assessments are used to identify areas of need to refine instruction. Camerado Springs Middle School uses the following programs and practices to support our under-performing students:

- "Solutions" - an academic opportunity class held after school
- 6th-8th "Homework Club" - lunch time/after school

- “MobyMax” - remediation for students with failing grades during extended holidays (Thanksgiving, winter, spring, and summer breaks)
- “Curriculum Support” period offering remediation in language arts and math
- "Language! Live" - Reading Intervention classes for below grade level readers
- Math intervention program
- Differentiation/remediation strategies within the regular instructional day
- Parent/Community volunteers
- Accelerated Reader - reading comprehension program
- Co-Teaching
- Rosetta Stone - English language development program

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational programs in hopes of promoting positive attitudes, encouraging achievement, and aiding in the prevention of behavioral problems. Extracurricular activities, clubs, sports, and programs include: Band, Oral Interpretation, Yearbook, Jazz Band, Odyssey of the Mind, Chess Club, Robotics, Student Council, Spanish, Spelling Bee, Hands-4-Hope Community Service Club, Game Board Club, Boys and Girls Volleyball, Boys and Girls Basketball, Track and Field, and Cross Country.

Student Recognition

The school recognizes and celebrates the achievements and successes of student and staff on a regular basis. Students are recognized for their achievements with the Wildcat's Pride Cards, Student Recognition Postcards, Trimester Awards Assemblies, 100 Merit Events, Major Awards Assemblies, and Accelerated Reader Recognition awards/events.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

An annual survey of parents was conducted in May 2017. The results of the 2016-2017 survey indicate . . .

Safety:
94.12% of all parents indicated that they strongly agree or agree that their child feels safe and secure from harassment at school.
83.11% of all parents indicated that they strongly agree or agree that the school is free of racial, cultural, or religious bias.
97.40% of all parents indicated that they strongly agree or agree that the school is clean and well maintained.

Achievement:
88.31% of all parents indicated that they strongly agree or agree that the school's reading program meets their child's needs.
89.47% of all parents indicated that they strongly agree or agree that the school's writing program meets their child's needs.
86.36% of all parents indicated that they strongly agree or agree that the school's mathematics program meets their child's needs.
95.45% of all parents indicated that they strongly agree or agree that the school's science program meets their child's needs.
92.81% of all parents indicated that they strongly agree or agree that the school's history/social science program meets their child's needs.
86.36% of all parents indicated that they strongly agree or agree that the school's physical education program meets their child's needs.
78.63% of all parents indicated that they strongly agree or agree that the school's visual and performing arts program meets their child's needs.
87.84% of all parents indicated that they strongly agree or agree that the school's technology program meets their child's needs.

The site academic achievement results are in line with the overall district survey results.

Communication:
96.73% of all parents indicated that they strongly agree or agree that the school and district communications keep them informed about activities and initiatives.
90.20% of all parents indicated that they strongly agree or agree that the school communication between school and home is timely.
96.05% of all parents indicated that they strongly agree or agree that the school's administrators and office staff are helpful and friendly.
83.89% of all parents indicated that they strongly agree or agree that the school promotes working with parents as partners in their child's education.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Informal observations are conducted with frequency throughout the year. Formal observations occur for teachers on an evaluation cycle as outlined in the Buckeye Union School District's teacher contract. Feedback to teachers is given in the form of notes or through conversation surrounding instructional practices, student engagement, use of technology, curriculum implementation, etc. These observations are centered around the California Standards for Teaching Profession. The findings from these observations helps to determine next steps for professional development and gives the school a snapshot of how teaching and learning is occurring throughout the school.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Camerado Springs Middle School promotes the use of assessment data to drive instructional practices. Student performance on state tests are analyzed each year to determine strengths and needs of our various student groups. State data available includes: 16/17 Physical Fitness Test data (7th Grade), 16/17 California Science Test (CST) data (8th Grade), and 16/17 Smarter Balanced Assessment (SBA) test results. The below results indicate the percent of students meeting and exceeding standards in English Language Arts and Mathematics. In addition, the percent of each numerically significant subgroup meeting or exceeding standards.

	English Language Arts:	Mathematics:
All Students	63.55%	50.58%
Students with Disabilities:	18.68%	6.60%
Economically Disadvantaged:	42.10%	29.60%
English Language Learner:	4.55%	9.09%
Black/African American:	Not Numerically Significant (Below 10 Students)	
American Indian or Alaska Native:	Not Numerically Significant (Below 10 Students)	
Asian:	81.81%	63.64%
Filipino:	91.67%	63.64%
Hispanic or Latino:	46.28%	33.06%

White:	67.40%	55.48%
2 or More Races:	51.61%	45.16%

(You can find the data on the State's results site by filtering for each subgroup at your site. http://caaspp.cde.ca.gov/sb2017/default)

Additionally, Camerado Springs also tracks local assessment data, including the Accelerated Reader Success Index. This is one indicator that assists in verifying students are reading books independently that are at their optimal level for developing comprehension skills.

The District also uses the NWEA MAP assessment program in grades 3rd-8th. The MAP assessments measure reading, math, and language arts learning. The results of these assessments provide teachers with an indication of a student's instructional readiness for specific learning goals. Given that these assessments are well correlated with the State's Smarter Balanced Assessment (SBA) program, they provide teachers with a good indication as to whether or not a student is making progress, over time, towards meeting standards.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

In conjunction with the Buckeye Union School District, each of our math and language arts classes administer the Measures of Academic Progress (MAP) assessment. This is an assessment produced by the Northwest Education Association that provides data that measures student growth, projects student proficiency on high stake tests, and it informs teachers how to differentiate their instruction and plan their curriculum. This assessment will be given at the start of the year as a baseline and then given once more in the Spring.

Math students take part in the Progression Benchmark Assessment and/or unit tests as part of the Big Ideas math adoption.

Teachers in all subject areas also use curriculum embedded assessments to monitor student progress on a daily, weekly, and end of unit basis. The assessments are composed of both formative and summative assessments that are used to monitor student progress over time, provide data to be used for grouping students for instruction, reteaching, and differentiating instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

100% (31/31) of the certificated staff at Camerado Springs Middle School have completed the requirements or the equivalency to be classified as highly qualified per the Every Student Succeeds Act (ESSA). 3% (1/31) of the certificated staff at Camerado Springs Middle School is misassigned per teaching credentialing. A board approved waiver was filed and approved by the El Dorado County Office of Education for the 1 staff member misassigned per teaching credentialing.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Camerado Springs teachers have a variety of opportunities to participate in professional development. Site, district, and county offer workshops which pertain to collecting and analyzing data to improve instruction, differentiating instruction, using technology in the classroom, writing across the curriculum, building school culture, implementing the Common Core State Standards, and much more. Teachers meet on average two times a month to develop effective instructional strategies. Teachers develop their lessons, instruction, and interventions using the State Board Adopted (SBE-adopted) materials as a resource and guide throughout the school year.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teacher professional development on the implementation of the State Standards and assessments occurred in the 2016-2017 school year. This will occur throughout the 2017-2018 school year as well. Additionally, teachers have received professional development for the implementation of digital technology in the classroom and Positive Behavior Interventions and Supports (PBIS). This professional development will continue through the 2017-2018 school year.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The district has a Director of Curriculum and Instruction to provide instructional assistance and support. All new teachers are enrolled in the local BTSA (Beginning Teacher Support and Assessment) program, where teachers receive two years of individualized coaching from a veteran teacher/BTSA Support Mentor.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The District provides teachers with early release time each Wednesday. This time is designed to enable teachers to examine curriculum, pacing, assessments and results, and student progress.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers are engaged in ongoing professional development and collaboration aimed at aligning curriculum, instruction, and materials to State Standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Sufficient instructional minutes are allocated to ensure high quality first instruction in reading/language arts and mathematics. On average, students in grades 6-8 receive 48 minutes, daily, in reading/language arts and math.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Camerado Springs teaching staff spends numerous hours developing the scope and sequence of their individual classes. In conjunction with department/grade level collaboration time, it is the goal of all Camerado Springs teaching staff to stay on track and ensure curriculum continuity across the school. All schedules are designed with flexibility for the delivery of interventions to students in need of additional academic and/or social/emotional support.

Intervention is often embedded into the school day. We offer math interventions, reading interventions, and homework help. In the area of reading we currently use the Language! Live program. This intervention efficiently applies the research-based Language! Live strategies to accelerate reading achievement. Visual and auditory prompts guide students through the motivating steps to develop fluency and phonics skills, support comprehension, and improve vocabulary. We also utilize teacher aides/paraprofessionals, EL intervention staff, and Math intervention staff to provide various forms of intervention. Camerado Springs uses Rosetta Stone to support English Language (EL) students and offers the opportunity to remediate failed grades to all students through the MobyMax program.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All student groups have access to appropriate standards-based materials for all subjects.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The District provides SBE-adopted and standards aligned instructional materials, including intervention materials.

Reading/Language Arts - Houghton Mifflin Harcourt Collections (6th-8th), Adopted 2016
Mathematics - Big Ideas Math (6th-8th), Adopted 2014
Science - Pearson/Prentice Hall (6th-8th), Adopted 2006
History/Social Science - TCI History Alive! (6th-8th), Adopted 2015
Foreign Language - Pearson/Prentice Hall (7th-8th), Adopted 2004

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students who are struggling to meet the educational standards are offered a variety of support based on individual need. Students with social and emotional needs are afforded the opportunity to meet with our full-time school counselor either one on one or in group sessions. Students with more specific social/emotional needs and who are on an IEP or Section 504 may be recommended for further mental health services.

Camerado Springs provides special education classes to support our special education students via a full inclusion model. Learning Center support classes are also offered throughout the day to all special education students.

After school support for math is also available for all students as well as a weekly "Solutions" program for students to work on homework with the support of a teacher.

EL students receive extra support as needed.

14. Research-based educational practices to raise student achievement

Teachers use a wide range of instructional strategies and summative and formative assessments that raise student achievement. In addition, teachers complete regular training on the latest educational practices to include in their classroom teaching.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Camerado Springs Middle School is fortunate to have a very supportive parent and community group. The Camerado Springs Parent Club and School Site Council are very active and provide opportunities for parent involvement. Parent volunteers give many hours of support each year to our school and classrooms through a variety of activities. The following is a partial list of well-supported ongoing volunteer activities:

Leadership Activities:
- Parent Club
- School Site Council
- Representation on district committees (Steering, Master Plan, Budget, and Wellness)
- Parent education opportunities - Parenting In A Digital World

Student Support Activities:
- Student tutoring
- Intel PC Pals
- Field trip chaperones
- Student activity days
- 8th grade promotion activities
- Classroom support
- California Junior Scholarship Federation (CJSF)
- Six Flags Read to Succeed
- Red Ribbon Week
- Point Break

Fund Raising Activities:
- Annual magazine sales
- Jog-a-Thon

Other Fun Activities:
- WOW (Welcome Our Wildcats) Day

- Back to School Night
- Open House
- "Senior Ball"—Leadership community service
- Dances
- Hands 4 Hope—community service
- El Dorado County Spelling Bee
- Battle of the Books
- Robotics
- Odyssey of the Mind
- Coding Club

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Camerado Springs Middle School recognizes that home involvement is a fundamental force in the development of our students both academically and emotionally. Camerado Springs is committed to forging partnerships with parents to create an environment for students that is positive, supportive and contributes to academic growth and achievement.

It is the goal of Camerado Springs to make the connection between home and school, where parents and teachers work collaboratively to establish common goals for student achievement and student well-being.

To ensure the effective involvement of parents, and to support the partnerships between parents and the school, Camerado Springs Middle School shall:
1.Take the following actions to involve parents in the joint development and joint agreement of its Single Plan for Student Achievement:
a. Input gathered from meetings and surveys (CA Healthy Kids Survey, district parent survey, school survey, Steering Committee meetings, etc.)
b. Meetings throughout the year to discuss and build consensus (Site Council and Camerado Springs Parent Club)
c. Assess and share data from various surveys and assessments
d. Set goals based on data
e. Distribute plan
f. Monitor the plan throughout the year at School Site Council meetings
2. The Single Plan for Student Achievement and Parent Involvement Policy will be shared:
a. At School Site Council
b. At Camerado Springs Parent Club
c. Posted on school website
3. Take the following actions to involve parents in the process of school review and improvement:
a. Analyze our school academic performance data with School Site Council
b. Together, parents and staff will discuss data and look at the academic program offered and adjust as necessary in response to data analysis
4. Provide to parents a description and explanation of the curriculum in use at the school and the proficiency levels students are expected to meet
a. At Back to School Night parents will receive information regarding the standards along with an explanation of assessments used
b. Parent conferences will be held formally once a year to review and discuss student progress toward standards
c. Parents will receive progress reports a minimum of three times per year and report cards three times per year detailing student progress and regular grade updates through the online grading program
5. Camerado Springs will coordinate strategies with feeder elementary schools to address transition needs by:
a. Placement test results shared
b. At-risk lists generated by feeder schools and shared with middle school
6. Conduct an annual survey with questions that assess the effectiveness of our parent involvement policy
a. The annual parent survey will be implemented in the spring
b. Results of the survey will shared with the site council, staff and parents. The feedback, which results from the meetings, will be considered as part of the annual review of the parent involvement policy
7. Camerado Springs will build staff and parent capacity for parent involvement to improve student academic achievement through the following activities:

a. The school will review school data at a school advisory committee meeting and parent club in which all are invited to attend
b. Parents will receive a letter mailed to their home informing them of their child's results on the annual SBA/CAASPP Assessment
c. The School Accountability Report Card, websites and the Single Plan for Student Achievement will be used to convey progress toward goals
8. The school will provide materials and training to help parents work with their children to improve their children's academic achievement by:
a. Providing parent education nights in the fall that detail how parents can help their children at home with homework and other academic needs
b. Parent conferences will review with parents ways in which parents can support children academically
c. School expectations and course content will be provided at Back to School Night
9. Camerado Springs will educate its teachers and other staff in how to communicate with and work with parents as partners by:
a. Connect Ed will be used to inform parents of important school information. Messages will be translated when possible
b. The school will provide monthly newsletters to parents
c. Teachers will reach out to parents to gain parent involvement
This policy was developed and agreed upon with parents and staff at the Camerado Springs School Site Council.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I and Title III are only categorical funds that apply. Camerado Springs does not receive Title I and Title III funding.

18. Fiscal support (EPC)

Camerado Springs receives through the Local Control Funding Formula (LCFF) Supplemental Grant funding, site funds, and School/Library Improvement Block Grant funds, which supports Intervention and supports teachers, lunchtime and after school interventions, and technology needs on the Camerado Springs campus.

Description of Barriers and Related School Goals

At Camerado Springs we believe that it is imperative to close the achievement gap. We have the attitude that every student that comes onto campus deserves to have a quality education. The primary goal for Camerado Springs Middle School is to support our subgroups that are not making progress in accordance with the California School Dashboard report. The school recognizes the need to further support English Learners (EL), students with disabilities, and our socio-economically disadvantaged students (SED).

Our EL population struggles with achieving proficiency as measured by standardized tests. For many Limited English Proficient/English Language (LEP/EL) students, time is needed to grasp language skills. These students need to be challenged with rigorous curriculum and inspired to excel in academics.

Progress is being made in the area of providing challenging curriculum to our Special Education students. Camerado Springs serves students with a wide array of disabilities. It is our belief that students need exposure to rigorous curriculum while receiving appropriate supports. Camerado Springs provides a program that serves the entire spectrum of students with disabilities. Students are assigned to classes that provide the least restrictive environment.

Some students have difficulty accessing academic support at home. Students may be unable to receive guidance in the home specific to developing college readiness, planning for post-secondary education, or gaining assistance with comprehension of some subject matters. Parent education nights, parent education opportunities (i.e. Love and Logic, Parenting In A Digital World), Back To School Night, Open House, and monthly parent group meetings are used as a means to support parents in helping their student(s) at home.

Camerado Springs strives to provide all students with an appropriate and rigorous curriculum that challenges students to increase skill levels. The use of data instruction is a primary tool for planning instruction that yields improvement. Subgroups are identified

and targeted by teachers and committees to determine appropriate intervention models. Through counseling, professional development for certificated staff, opportunities to implement the professional development, and the gradual implementation of the Common Core State Standards (CCSS), more students will be challenged to follow a college preparatory path or be career ready.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	228	250	244	224	246	241	224	246	241	98.2	98.4	98.8
Grade 7	212	219	245	202	218	240	202	218	240	95.3	99.5	98
Grade 8	189	213	218	186	210	216	186	210	216	98.4	98.6	99.1
All Grades	629	682	707	612	674	697	612	674	697	97.3	98.8	98.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2538.8	2526.3	2541.8	19	13	20.33	36	32	36.93	30	40	24.90	15	15	17.84
Grade 7	2584.7	2569.7	2573.6	24	15	16.25	46	45	45.83	18	27	28.75	13	13	9.17
Grade 8	2601.7	2587.5	2608.3	18	15	26.39	55	48	45.83	18	26	17.59	8	11	10.19
All Grades	N/A	N/A	N/A	20	14	20.80	45	41	42.75	22	31	23.96	12	13	12.48

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	19	18	28.63	54	50	49.38	27	32	21.99
Grade 7	35	27	33.75	48	51	52.08	17	22	14.17
Grade 8	29	32	39.81	62	52	46.30	9	16	13.89
All Grades	27	25	33.86	54	51	49.35	18	24	16.79

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	28	22	29.88	54	57	44.81	18	22	25.31
Grade 7	44	32	28.33	43	51	55.83	13	17	15.83
Grade 8	41	32	40.28	48	52	50.00	10	16	9.72
All Grades	37	28	32.57	49	53	50.22	14	19	17.22

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	20	22	20.75	70	68	70.12	10	10	9.13
Grade 7	23	22	20.83	67	69	68.75	10	9	10.42
Grade 8	16	17	26.85	76	75	65.28	9	8	7.87
All Grades	20	20	22.67	71	70	68.15	10	9	9.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	29	23	29.88	60	65	53.94	12	12	16.18
Grade 7	33	26	26.67	56	62	61.25	11	12	12.08
Grade 8	32	28	43.06	58	55	44.91	10	17	12.04
All Grades	31	26	32.86	58	61	53.66	11	14	13.49

Conclusions based on this data:

1. Our 8th grade students performed at the highest level when compared against all grades in the area of ELA. 72.22% (+9.22% - 15/16) of students exceeded or met standard with a mean scale score of 2608.3 (+20.8 - 15/16). The 8th grade students also performed better in 4 of 4 claims in the area of ELA (1. Reading, 2. Writing, 3. Listening, and 4. Research/Inquiry) when compared against all grade levels.
2. Our 6th grade students performed at the lowest when compared against all grades in the area of ELA. 57.26% (+12.26 % - 15/16) of students exceeded or met standard with a mean scale score of 2541.8 (+15.5 - 15/16). The 6th grade students also performed the lowest in 3 of 4 claims in the area of ELA (1. Reading, 2. Writing, and 3. Research/Inquiry) when compared against all grade levels.
3. All three grade levels (6th, 7th, and 8th grade)performed higher when compared to the prior year's (2015-2016) same grade level percentage of students who exceeded or met standard. All three grade levels also performed higher when looking at the 4 claims except: 6th Grade Writing and Research/Inquiry and 7th Grade Listening and Research/Inquiry.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	228	250	244	224	246	241	224	246	241	98.2	98.4	98.8
Grade 7	212	219	245	202	218	241	202	218	241	95.3	99.5	98.4
Grade 8	189	213	218	186	210	216	186	210	216	98.4	98.6	99.1
All Grades	629	682	707	612	674	698	612	674	698	97.3	98.8	98.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2529.5	2526.2	2547.1	17	15	24.07	26	24	25.73	38	39	30.71	20	22	19.50
Grade 7	2569.6	2563.0	2567.9	24	24	21.99	29	25	28.63	32	34	33.20	15	17	16.18
Grade 8	2588.7	2586.0	2585.6	19	24	27.31	36	26	24.07	29	33	24.54	16	17	24.07
All Grades	N/A	N/A	N/A	20	21	24.36	30	25	26.22	33	35	29.66	17	19	19.77

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	22	22	36.51	43	41	33.61	35	37	29.88
Grade 7	33	32	30.29	44	38	46.06	24	31	23.65
Grade 8	32	28	32.41	44	48	36.11	24	24	31.48
All Grades	29	27	33.09	44	42	38.68	28	31	28.22

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	19	16	25.31	52	55	53.11	29	29	21.58
Grade 7	31	31	27.39	50	52	51.45	20	17	21.16
Grade 8	23	30	32.41	63	54	45.83	14	15	21.76
All Grades	24	25	28.22	55	54	50.29	21	21	21.49

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	20	15	27.39	60	63	48.96	20	23	23.65
Grade 7	26	26	26.14	65	58	55.19	9	16	18.67
Grade 8	22	25	30.09	63	60	49.54	15	15	20.37
All Grades	23	22	27.79	63	60	51.29	15	18	20.92

Conclusions based on this data:

1. Our 8th grade students performed at the highest level when compared against all grades in the area of Mathematics. 51.2238% (+1.38% - 15/16) of students exceeded or met standard with a mean scale score of 2585.6 (-0.4 - 15/16). The 7th grade students performed better in 3 of 3 claims in the area of Mathematics (1. Concepts and Procedures, 2. Problem Solving and Modeling Data/Analysis, and 3. Communicating Reasoning) when compared against all grade levels.
2. Our 6th grade students performed at the lowest when compared against all grades in the area of Mathematics. 49.8% (+10.8 % - 15/16) of students exceeded or met standard with a mean scale score of 2547.1 (+20.9 - 15/16). The 8th grade students performed the lowest in 2 of 3 claims in the area of Mathematics (1. Concepts and Procedures, 2. Problem Solving and Modeling Data/Analysis) and the 6th grade students performed the lowest in the 3rd claim, (Communicating Reasoning), when compared against all grade levels.
3. All three grade levels (6th, 7th, and 8th grade) performed higher when compared to the prior year's (2015-2016) same grade level percentage of students who exceeded or met standard. All three grade levels also performed higher when looking at the 3 claims except: 6th Grade Communicating Reasoning, 7th Grade Problem Solving and Modeling /Data Analysis and Communicating Reasoning, and 8th Grade Problem Solving and Modeling/Data Analysis and Communicating Reasoning.

School and Student Performance Data

CAASPP Results (All Students)

CAASPP Science Results for All Students												
Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
8	84	83		13	11		2	3		1	3	

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	22		27	33	38	27	22	63	18	22		18			9
7	44	25	33	22	50	44	22	13	22	11	13				
8	***	40	29	***	20	29		40	43				***		
Total	33	19	30	29	38	33	19	38	26	14	5	7	5		4

Conclusions based on this data:

1. Students who have been identified English Learners (EL) take the CELDT test annually to determine their level of achievement in mastering English. The number of students taking the CELDT test provides information on changes in the number of English Learners. Students are considered and near the level where they can be reclassified as a Re-designated Fluent English Proficient learner (R-FEP) with an advanced or early advanced score. These scores reflect students who were tested during the annual assessment period in the Fall of 2016-2017.

   State and Federal law require that local educational agencies (LEAs) administer a state test of English Language Proficiency (ELP) to eligible students in kindergarten through grade twelve. The California Department of Education (CDE) is transitioning from the CELDT to the ELPAC (English Language Proficiency Assessment for California) as the state ELP assessment by 2018. The ELPAC will be aligned with the 2012 California English Language Development Standards. It will be comprised of two separate ELP assessments: one for the initial identification of students as English Learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts & Mathematics Performance
LEA GOAL:
GOAL #1: STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREA GOAL #2: MAINTAIN FISCAL INTEGRITY & ACCOUNTABILITY OF DISTRICT GOAL #3: MAXIMIZE USE OF TECHNOLOGY TO ENHANCE THE WORK OF STAFF GOAL #4: STRENGTHEN COMMUNITY RELATIONS AND COMMUNICATIONS GOAL #5: PROMOTE THE DEVELOPMENT OF EACH STUDENT AS A "WHOLE" PERSON
SCHOOL GOAL #1:
By the end of the 2017-2018 school year, there will be an increase of 2% of the number of students scoring in the exceeded or met standard bands on the language arts and mathematics portion of the SBA.
Data Used to Form this Goal:
Data from the 2016-2017 administration of the SBA was used as a baseline for goals in the 2017-2018 school year (63.55% of students excceeded or met standard in ELA and 50.58% of students exceeded or met standard in Mathematics).
Findings from the Analysis of this Data:
The baseline data indicates that there is room for growth in moving more students up from the lower proficiency levels.
How the School will Evaluate the Progress of this Goal:
Informal and formal data, including the administration of the MAP tests, will be used to monitor progress toward the spring administration of the SBA. Data from the spring administration will be used to measure goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All students will see growth in their individual AR reading levels by achieving an average of 85% success rate on the AR quizzes and increasing the frequency of quizzes taken by students. Students will participate four days per week in the Accelerated Reader program and teachers will monitor student progress with monthly reports. More lower level, high interest, AR books will be purchased for the library.	Monthly reports taken and overall goal achieved by June 2018.	Teachers, Principal and Assistant Principal	Purchase of lower level, high interest AR books for the library and classroom libraries	4000-4999: Books And Supplies	LCFF - Base	2500
Provide Math Intervention for students below grade level.	October - May	Math intervention Teacher	.5 FTE Math Intervention Teacher	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10000
			Math materials (Excel Math, Spectrum Math Workbooks, Hands On Equations, Math Links)	4000-4999: Books And Supplies	LCFF - Supplemental	1000
Provide for a language arts intervention class at each grade level to support identified students needing remedial support	August - June	Principal and Teachers	Materials for Language! Live reading intervention class	4000-4999: Books And Supplies	District Funded	3000
Replace aging technology, specifically two carts (70 devices) of Chromebooks.	December	Principal	Chromebooks	4000-4999: Books And Supplies	LCFF - Supplemental	20000
After school math support opportunities for students. Homework support and reteaching of essential skills - 2 days a week.	August - May	Principal	Teacher pay for after school support	1000-1999: Certificated Personnel Salaries	LCFF - Base	4000
Purchase supplementary expository/informational reading materials for language arts and other curricular areas to support reading comprehension of expository text.	August - May	Principal and Teachers	Purchase of expository text for ELA	4000-4999: Books And Supplies	LCFF - Base	1000
			Science and history expository materials	4000-4999: Books And Supplies	LCFF - Base	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All teachers, across all subject areas, will continue to incorporate the Academic Vocabulary words designated to their grade levels as based on the Marzano Academic Vocabulary	August - June	Principal and Teachers	Purchase of materials for academic vocabulary binders	4000-4999: Books And Supplies	LCFF - Base	500
Provide copy materials for teachers to supplement course work	August - June	Principal & Teachers	Copy paper and lease/maintenance of copy machines	5000-5999: Services And Other Operating Expenditures	LCFF - Base	5000
Provide after school math support/intervention (1-hour) two days a week for grades 6-8.	September - May	Teachers	Staffing costs at agreed upon extra duty hourly rate	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2500
Provide EL Intervention for identified EL students on our campus.	October - May	EL Intervention Teacher	.5 EL Intervention Teacher	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10000
Provide online remediation of failed grades using MobyMax.	September - June	Vice Principal & Teachers	Cost of MobyMax site license	4000-4999: Books And Supplies	LCFF - Base	1800

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: All
LEA GOAL:
GOAL #1: STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREA GOAL #2: MAINTAIN FISCAL INTEGRITY & ACCOUNTABILITY OF DISTRICT GOAL #3: MAXIMIZE USE OF TECHNOLOGY TO ENHANCE THE WORK OF STAFF GOAL #4: STRENGTHEN COMMUNITY RELATIONS AND COMMUNICATIONS GOAL #5: PROMOTE THE DEVELOPMENT OF EACH STUDENT AS A "WHOLE" PERSON
SCHOOL GOAL #2:
Continue the implementation of the Common Core State Standards (CCSS) on the Camerado Springs campus within all grade levels and all departments.
Data Used to Form this Goal:
Data from the 2016-2017 administration of the SBA, CAASPP Interim Assessment data, MAP data, various formative and summative assessments.
Findings from the Analysis of this Data:
The baseline data indicates that there is room for growth in moving more students up from the lower proficiency levels.
How the School will Evaluate the Progress of this Goal:
Informal and formal data, including the administration of the MAP tests, will be used to monitor progress toward the spring administration of the SBA. Data from the spring administration will be used to measure goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will utilize technology tools in the new textbooks and continue the use of supplementary technology tools to enhance student understanding of ELA, Math, and History/Social Studies content.	August -June	Teachers	N/A	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CAASPP Training	January-April	Teachers, Vice, Principal, and Principal	Staff will receive detailed CAASPP training. Topics to be covered include an overview, summative assessments, formative assessments, interim assessments, universal tools, designated supports, and accommodations.	None Specified	None Specified	0
Common Core related professional development	August - May	Principal, Vice Principal, Teachers	Local Common Core Trainings	0001-0999: Unrestricted: Locally Defined	LCFF - Base	2000
			Classroom Materials/Supplies	4000-4999: Books And Supplies	LCFF - Base	7500
			Houghton Mifflin Harcourt Collections Training	0001-0999: Unrestricted: Locally Defined	LCFF - Base	1500
			Next Generation Science Standards Professional Development	0001-0999: Unrestricted: Locally Defined	LCFF - Base	2000
			Life Science Dissection Supplies	4000-4999: Books And Supplies	LCFF - Base	1000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Physical Education/Life Fitness
LEA GOAL:
GOAL #1: STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREA GOAL #2: MAINTAIN FISCAL INTEGRITY & ACCOUNTABILITY OF DISTRICT GOAL #3: MAXIMIZE USE OF TECHNOLOGY TO ENHANCE THE WORK OF STAFF GOAL #4: STRENGTHEN COMMUNITY RELATIONS AND COMMUNICATIONS GOAL #5: PROMOTE THE DEVELOPMENT OF EACH STUDENT AS A "WHOLE" PERSON
SCHOOL GOAL #3:
Increase the percentage of students meeting standard on the Spring administration of the 2017-2018 California Physical Fitness Test (PFT) by increasing activities that focus on the identified fitness areas; aerobic capacity, body composition, abdominal strength, trunk extension strength, upper body strength, and flexibility.
Data Used to Form this Goal:
Data from the Spring 2016-2017 administration of the PFT (53.9% of students fell in the Healthy Fitness Zone in 6 of 6 standards) was used to set this goal.
Findings from the Analysis of this Data:
Of the six areas tested, the highest percentage of students scored in the Healthy Fitness Zone in the area of abdominal strength (97.5%), and the lowest percentage of students scored in the HFZ in the area of upper body strength ((73.7%).
How the School will Evaluate the Progress of this Goal:
Physical Education/Life Fitness instructional programs will provide students with the skills and knowledge they need to establish and sustain physical activity as a key component of their lifestyle, as children, adolescents, and adults. The Physical Education model content standards adopted by the State Board of Education (SBE) involve five overarching standards at Kindergarten through grade eight. The curriculum of Physical Education/Life Fitness instruction provides students with essential skills and knowledge through a broadly-based curriculum that is age-appropriate and links learning experiences in a sequential and articulated manner. Physical Education/Life Fitness teachers plan to increase the number of students who meet the California State Fitness Standards by developing common teacher assessments within each unit. These assessments will focus on the six domains measured. These assessments will be in conjunction with various aerobic activities related to the specific domains as well.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increasing activities that focus on the identified areas of need, including warm-up exercises that emphasize upper body strength and flexibility, and incorporating alternate ways to test aerobic capacity.	August - June	PE Teachers	N/A	None Specified	None Specified	0
Incorporate more PE activities that require more movement and participation.	August - June	PE Teachers	New and upgraded PE equipment to fit these new units.	4000-4999: Books And Supplies	LCFF - Base	2000
Coordinate lunch time intramurals to further develop fitness levels of Camerado Springs students.	October - June	Teachers, Vice Principal, and Principal	Various lunch time activities related to physical fitness to be offered during lunch. The cost of running an intramural program will be staffing, materials, and supplies.	1000-1999: Certificated Personnel Salaries	LCFF - Base	1500
Encourage students to participate in after school sports to further develop fitness levels among Camerado Springs students.	September - May	Teachers, Vice Principal, and Principal	Not Applicable	None Specified	Donations	15000
				None Specified	ASB	10000
Build a disc golf course in the existing nature area.	March-May	Principal, Vice Principal, PE Teachers	Donations from the El Dorado Disc Sports and funding from the Camerado Springs Student Body.	None Specified	ASB	5000

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Positive Behavior Support
LEA GOAL:
GOAL #1: STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREA GOAL #2: MAINTAIN FISCAL INTEGRITY & ACCOUNTABILITY OF DISTRICT GOAL #3: MAXIMIZE USE OF TECHNOLOGY TO ENHANCE THE WORK OF STAFF GOAL #4: STRENGTHEN COMMUNITY RELATIONS AND COMMUNICATIONS GOAL #5: PROMOTE THE DEVELOPMENT OF EACH STUDENT AS A "WHOLE" PERSON
SCHOOL GOAL #4:
Camerado Springs will begin Positive Behavioral Interventions and Support (PBIS). PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS is not a packaged curriculum. PBIS is a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students.
Data Used to Form this Goal:
Healthy Kids Survey Discipline Data (Overall, Suspension, and Expulsion Data) Attendance Data SARB Data/Referrals 8th Grade Promotion Data Wildcat Pride Card Data
Findings from the Analysis of this Data:
Discipline data from the 2016-2017 school year indicates that there is room to decrease total office referrals (791) and suspensions (67) on the Camerado Springs campus.
How the School will Evaluate the Progress of this Goal:
The goal will be measured by total of office referrals and school suspensions in the 2017-2018 school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PBIS Staff Training	August - June	Principal, Vice Principal, and Teachers	Not Applicable	None Specified	None Specified	0
PBIS Posters, Wildcat Pride Tickets, Copy Costs	August - June	Principal, Vice Principal, Counselor, and Staff	PBIS posters to support behavioral expectations on campus	4000-4999: Books And Supplies	LCFF - Base	50
			PBIS ticket system	4000-4999: Books And Supplies	LCFF - Supplemental	150
PBIS Incentives	August - June	PBIS Team and Staff	Incentives to support and encourage positive behavior on the Camerado Springs campus	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	3000

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Culture
LEA GOAL:
GOAL #1: STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREA GOAL #2: MAINTAIN FISCAL INTEGRITY & ACCOUNTABILITY OF DISTRICT GOAL #3: MAXIMIZE USE OF TECHNOLOGY TO ENHANCE THE WORK OF STAFF GOAL #4: STRENGTHEN COMMUNITY RELATIONS AND COMMUNICATIONS GOAL #5: PROMOTE THE DEVELOPMENT OF EACH STUDENT AS A "WHOLE" PERSON
SCHOOL GOAL #5:
By the end of the 2017-2018 school year, 100% of staff will support the district goal to promote the development of each student as a "whole person" by participating in an advocacy role for at least one student.
Data Used to Form this Goal:
Discipline data, truancy data, promotion data, survey data and academic data for students. Pre-Point Break School Connectedness Survey and Post-Point Break School Connectedness Survey.
Findings from the Analysis of this Data:
There are a number of students considered "at risk" as determined by the data listed above.

How the School will Evaluate the Progress of this Goal:

Progress will be measured by a decrease in truancy, a decrease in the number of suspensions and expulsions, academic success, promotion rate, and student survey data.

Camerado Springs will participate in Red Ribbon Week. This will include lunch time activities and focus on teaching students about the dangers of drugs, alcohol, tobacco, and vaping.

Camerado Springs will offer the Point Break program to all 7th and 8th Grade students. The purpose of Point Break is to improve the behaviors, values and attitudes of middle school students on their campuses and in their communities, intervening before acts of bullying, hatred or violence occur. As a result, better learning environments are created, relationships are forged and reconciliation begins. Students, who before the workshop bullied others, often feel a sense of empathy towards their fellow students and the desire to stop their bullying behavior after experiencing Point Break. Point Break is a day-long workshop designed to promote resiliency among students. Resilient students display social competence, problem-solving skills, personal responsibility and a sense of purpose and hope for the future. Students learn to choose conflict resolution over conflict and respect for others over disrespect.

Through the six-hour workshop, educational and social barriers that exist between students begin to evaporate. High-energy activities, interaction with caring adults and relevant discussion (regarding bullying, painful life experiences and emotional expression) allow Point Break to draw students together, focusing on empathy and respect. Students respond to the day's challenge with self-reflection and the acknowledgement of personal responsibility. The end result is students who begin to pursue immediate behavioral change. Students not only discuss compassion, they participate in it. They not only talk about respect, they experience it. Reconciliation takes place right before their eyes as students share their own pain and come to grips with how it has affected them as well as those around them.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Point Break workshop and follow-up program.	November - May	Principal, Vice Principal, Counselor, and Teachers	Point break is a day-long workshop with monthly follow up which will take place during lunch	None Specified	ASB	2000
Teaches will receive refresher training in the Love and Logic curriculum.	November - June	Counselor	Not Applicable	None Specified	None Specified	0
Camerado Springs will participate in Red Ribbon Week to develop awareness to the dangers of drugs, alcohol, and tobacco use.	October - November	Principal, Vice Principal, and Counselor	Supplies for lunch time activities	None Specified	ASB	250
			Red Ribbon Week Bracelets	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain the Camerado Culture and Climate Committee that addresses student behavior and climate issues that impede the learning process.	August - June	Teachers, Principal and Vice Principal	Not Applicable	None Specified	None Specified	0
Positive student recognition programs will continue such as merit lunches and certificates.	August - June	Principal and Vice Principal	Cost of recognition lunches and award certificates	4000-4999: Books And Supplies	ASB	1500
			Cost of award certificates, medals, and plaques	4000-4999: Books And Supplies	ASB	500
			Cost of Accelerated Reader incentives	4000-4999: Books And Supplies	ASB	300
New Student Welcome Luncheon	September	Counselor	Luncheon costs for all new students to the Buckeye Union School District and Camerado Springs Middle School	None Specified	ASB	200

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
LCFF - Base	51577	18,227.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
ASB	19,750.00
District Funded	3,000.00
Donations	15,000.00
LCFF - Base	33,350.00
LCFF - Supplemental	43,650.00
None Specified	0.00
Parent Teacher Association/Parent Faculty Club	3,400.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	5,500.00
1000-1999: Certificated Personnel Salaries	28,000.00
4000-4999: Books And Supplies	43,800.00
5000-5999: Services And Other Operating Expenditures	5,000.00
None Specified	35,850.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	ASB	2,300.00
None Specified	ASB	17,450.00
4000-4999: Books And Supplies	District Funded	3,000.00
None Specified	Donations	15,000.00
0001-0999: Unrestricted: Locally Defined	LCFF - Base	5,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	5,500.00
4000-4999: Books And Supplies	LCFF - Base	17,350.00
5000-5999: Services And Other Operating	LCFF - Base	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	22,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	21,150.00
None Specified	None Specified	0.00
None Specified	Parent Teacher Association/Parent Faculty	3,400.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	62,300.00
Goal 2	14,000.00
Goal 3	33,500.00
Goal 4	3,200.00
Goal 5	5,150.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Douglas Shupe	X				
Wendy Loucks		X			
Nick Morton		X			
Krista Rus			X		
Eve Hill				X	
Lynda Moore				X	
Sherri Swetkovich				X	
Kieran Wicks					X
Joshua Huber					X
Numbers of members of each category:	**1**	**2**	**1**	**3**	**1**

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

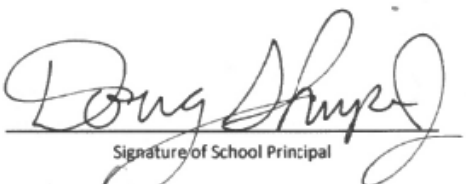
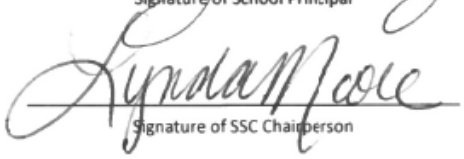
State Compensatory Education Advisory Committee	N/A Signature
English Learner Advisory Committee	N/A Signature
Special Education Advisory Committee	N/A Signature
Gifted and Talented Education Program Advisory Committee	N/A Signature
District/School Liaison Team for schools in Program Improvement	N/A Signature
Compensatory Education Advisory Committee	N/A Signature
Departmental Advisory Committee (secondary)	N/A Signature
Other committees established by the school or district (list):	N/A Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on November 6, 2017.

Attested:

Douglas Shupe Typed Name of School Principal	 Signature of School Principal	11/28/17 Date
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The Single Plan for Student Achievement

School:	Rolling Hills Middle School
CDS Code:	09618386112361
District:	Buckeye Union Elementary School District
Principal:	Debbie Bowers
Revision Date:	September 6, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on November 16, 2016.

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School Vision and Mission

Rolling Hills Middle School's Vision and Mission Statements
El Dorado Hills, California, is the home of Rolling Hills Middle School. Our school winds over twenty-three acres and houses about 1000 students in grades six through eight. We have a true partnership among the school, staff, children, parents, and the community.

Rolling Hills' vision statement was developed in 2016 and is "TLC: Think, Learn, Collaborate."

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

California educational standards drive our instruction, assessment, and reporting on student progress in each curricular area. There are content standards as well as performance standards, indicating the level of depth expected in each standard and the quality of proficiency that students are expected to display in relation to content standards. We are a flexible and proactive school that responds to changing needs and current data. Our yearly goals focus on our site needs as well as the district's goals. We have cooperation at the district level to support curricular changes.

Communication is the key that encourages many levels of support and involvement in our school. Results from trimester assessments, standardized tests, and classroom evidence of progress toward standards are relayed to parents, students and staff. Rolling Hills communicates regularly with parents in the form of progress reports at the six-week mark in each trimester, formal student/parent/teacher conferences in the first trimester, student update notices, and informal and frequent "Good News" cards. We have also adopted E-Schools Plus, a web-based grading program that grants parents access to their child's grades, homework assignments, and attendance. Our website is updated daily, and we have implemented a Rolling Hills Facebook page to keep parents up-to-date.

All of Rolling Hills' students receive extensive support from a wide variety of sources. Teachers have access to their students' math and language arts tests so they can develop intervention plans. Teachers differentiate their instruction as needed and as appropriate. Teachers have team meetings once a week during which students' progress is discussed and any necessary changes in instruction or communication are noted. We have one full-time counselor and one full-time school psychologist as well as a health clerk on site, and we have a health service program that screens for vision, hearing, and scoliosis.

Rolling Hills attends to the social, emotional, and educational needs of young adolescents by combining staff and parents' insights, professional observations, and student input to use our vision in driving our curriculum. We incorporate rallies, assemblies, and Pride activities on a monthly basis to support student connection and social-emotional learning. In addition to offering the academic core classes, we have a variety of programs in our exploratory program to support student needs and enhance student interests.

We celebrate excellence in all areas of life and learning at Rolling Hills. We expect social, emotional, and academic responsibility from every person on our campus.

School Profile

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

At Rolling Hills we believe in educating the whole child to become a lifelong learner, a person who will make a difference in this world. To support our students' diversity, whether it be economic or ability level, we engage in a number of strong programs. Currently, we offer various programs including SDC (Special Day Class), RSP (Resource Specialist Program), EL (English Language), Reading Support, Connections (at risk), GATE (Gifted and Talented Education), Speech-Language, and Adaptive Physical Education when necessary.

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

reduced lunch program.

To address diversity in ability and to support our commitment to continuous program improvement, we follow research such as Taking Center Stage Act II and middle-school philosophy such as in This We Believe, analyze ongoing assessments, and constantly review the district's goals for improving student performance. Combined with staff observation, we look at our strengths and weaknesses to determine and support students' needs. We have developed and implemented numerous strategies:

- We support the Common Core State Standards in language arts and math, and Common Core Literacy Standards across the curriculum. We have adopted standards-based textbooks (where available) in those subjects, and we are implementing professional development and coaching toward adopting physical education standards. We are also adopting NGSS and are implementing professional development with the use of a pilot through STEMscopes.
- All levels of student abilities are supported, from remediation to honors students to GATE. For high achievers, we offer Honors Algebra, Geometry, and Spanish. For remediation, we offer special classes in ELA, math, and reading. Our GATE Program supports our students of high ability. Each GATE student has a Differentiated Learning Plan (DLP).
- Our technology class has been actively participating in the PC Pals program working with Intel employees and raising $15,000 towards the improvement of our technology program.
- Intramurals
- After school clubs/tutoring
- Video bulletin (Bengal Weekly News)
- All students participate in the Accelerated Reader program four out of five days per week.
- We are committed to the team, or academy, approach to teaching middle school students.

While we are not an ethnically diverse community, we do not ignore the importance of diversity for our staff and students. Though our survey results show that the majority of students feel safe and free from harassment while on campus, we constantly work to improve in that area. One of the goals of our site is to develop sensitivity to differences. We have adopted aspects of the Safe School Ambassadors' Program to reach students in various "cliques" on campus. These students, together with our counselor and Leadership teacher, will reach out to students on campus to help everyone feel accepted. We continue to have assemblies focused on anti-bullying and awareness (most recently, Point Break), and Leadership students are trained as upstanders on campus to take a stand against bullying.

Rolling Hills' campus was built to provide accessibility of facilities to students and others. There are ramps to all classrooms, one large stall in each restroom, and sidewalks to all areas. Our campus is situated over a hillside, so our architects were especially aware of a design that allowed access to all. In our classrooms there are computer counters, sinks, and towel dispensers specially designed for wheelchair access. We have handicapped parking spaces and a special small electric cart that can transport students or others who may need assistance. We are a "state of the art" school as far as our facilities' accessibility is concerned, but we still seek improvement. Our sports field with wheelchair accessibility was renovated in 2010, and a pickleball court was also added at that time.

Certainly, then, inclusion of all students is one of our highest priorities. We look at all levels of diversity and we work to identify and support their needs. We are a community of teachers and learners, and there is a spirit of camaraderie. We at Rolling Hills benefit from total community pride in our students, staff, and our school as we all support the value of graduating children who are lifelong learners and who look to make a difference.

Technological skills valued in the workplace are attended to through our Technology Plan. We have grants, parental support through Friends of Rolling Hills, one-time monies, Measure K funds, an Intel partnership, and Common Core LCAP Funding, which have provided a laptop, a Promethean board, and a document camera in each classroom. We have 22 mobile carts of Chromebooks so that every ELA classroom has a dedicated cart, and other classrooms share carts in a 2:1 ratio. Some families have opted to join our Chromebook 1:1 initiative by purchasing a CB for school and home use. The Buckeye Education Foundation has funded professional development and wireless access points on our entire campus, completed in 2013.

The Rolling Hills library is the heart of our school, both physically and philosophically. The Rolling Hills library is a fully networked facility. As such, the library's state of the art equipment has Internet access at multiple computer stations for teacher and student use. Wireless internet access was also added to the library to make the internet more accessible.

We have updated our technology to allow students to broadcast a weekly news bulletin using green screen technology. The broadcast is shown in all of the classes on Mondays.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

An annual survey of parents was conducted in May 2017. The results of the survey indicate that parents are very satisfied with Rolling Hills Middle School in terms of school safety, achievement, and communication.

In the area of Safety, 88% of parents indicate that their child feels safe and secure from harassment at school (up from 84%) and 79% report that the school is free of racial, cultural, or religious bias (down from 82%). We would like to improve those ratings, as children's feelings of safety, security, and equity are of the utmost importance to us at Rolling Hills.

In the area of Achievement, we asked parents if they felt the educational program meets the needs of their child. The percentage of parents who feel the educational program meets their child's needs in the following subject areas were as follows:

Reading: 87%
Writing: 90%
Mathematics: 88%
Science: 93%
History/Social Sciences: 93%
Physical Education: 91%
Visual and Performing Arts: 59%
Technology: 78%

In the area of communication, over 95% of parents indicate that the school website keeps them informed, 96% use the Parent Bulletin (emailed), and 84% indicate that Connect Ed calls and emails also keep them well informed. In terms of being able to follow their child's assignments and grades, 93% indicate that they regularly use the eSchools program to monitor their child's progress.

A top priority at Rolling Hills is to help children feel safe, secure, and looked after at school. 92% of parents report that their children know there is an adult on campus whom they can talk to about a concern or problem, and just over 91% of the parents feel the same way about contacting the school themselves.

When asked how they would rate Rolling Hills Middle School overall, 89% indicated a rating of Excellent or Good (the majority of those being Excellent).

In the area of general Communication, 98% of the parents feel that the school and district keeps them informed about activities and initiatives, and 87% of parents feel the administrators and office staff are friendly and helpful.

Overall, our survey results are very positive, but there is still work to be done in the area of safety and bullying. Our Bengal Pride program this year is focused on the motto "Keys to Success at RHMS--TLC: Think, Learn, Collaborate," and activities are focused on what all of us on campus can do to help everyone feel safe and accepted by understanding what others might be thinking or feeling. In addition, our after school clubs are a means of building connections with kids to promote safety on campus. The clubs are also a means for us to work on the visual and performing arts, as that is an area of concern for parents.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Informal observations are conducted with frequency throughout the year. Formal observations occur for teachers on an evaluation cycle, as outlined in the Buckeye Union School District's teacher contract. The findings from these observations help to determine next steps for professional development, to guide technology coach's work, and to give the school a snapshot of how teaching and learning is occurring throughout the school.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   The site participated in the administration of the California Smarter Balanced Assessment in spring 2017. The results of the assessment indicate the percent of students meeting and exceeding standards, in English Language Arts and Mathematics were 74% and 70%, respectively.

   Appendix A contains SBA achievement data.

   This year (2017-18) our site has opted to give teacher teams the option of remaining with the traditional AR system, or of instituting a system without points/goals. Many teachers have adopted the less rigid system and are seeing in their students more willingness to read and more joy in the reading itself. Sixth grade teachers are still using the traditional AR point system, as it provides effective results with their students.

   We also assess students via the MAP assessments, which measure reading, math, and language arts learning. The results of these assessments provide teachers with an indication of a student's instructional readiness for specific learning goals. Given that these assessments are well correlated with the State's SBA program, they provide teachers with a good indication as to whether or not a student is making progress, over time, towards meeting standards.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   In conjunction with the Buckeye School District, each of our math and language arts classes administer the MAP assessment. This is an assessment produced by the Northwest Education Association that provides data that measures student growth, projects student proficiency on high stake tests, and it informs teachers how to differentiate their instruction and plan their curriculum. This assessment will be given at the start of the year (survey version) as a baseline and then given twice more at the trimesters. All language arts teachers administer the reading assessment, and some teachers administer the additional language arts assessment.

   Math students take part in the Progression Benchmark Assessment and/or unit tests as part of the Big Ideas math adoption. This is the first year the Progression Benchmark Assessments are available.

Teachers in all subject areas also use curriculum embedded assessments to monitor student progress on a daily, weekly, and end of unit basis. The assessments are composed of both formative and summative assessments that are used to monitor student progress over time, provide data to be used for grouping students for instruction, reteaching, and differentiating instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   One hundred percent of teachers meet criteria as highly qualified (ESEA).

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

   Teachers of subjects that obtained new instructional materials received professional development for the effective implementation of those materials. The District is moving toward implementation of NGSS for science, and teachers will be using units from StemScopes and involved in professional development throughout the year.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

   Teacher professional development on the implementation of new CCSS and assessments occurred in the 2015-2016 school year and is ongoing. Additionally, teachers continue to receive professional development for new adoptions as they occur.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

   The District continues to staff a Director of Curriculum and Instruction.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

   The District provides teachers with early release time each Wednesday. This time is designed to enable teachers to examine curriculum, pacing, assessments and results, and student progress.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

   Teachers are engaged in ongoing professional development and collaboration aimed at aligning curriculum, instruction, and materials to State Standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

   Sufficient instructional minutes are allocated to ensure high quality first instruction in reading/language arts and mathematics. On average, students in grades 6-8 receive 50 minutes daily in reading/language arts and mathematics.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

    All schedules are designed with flexibility for the delivery of interventions to students in need of additional academic and/or social/emotional support.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

    All student groups have access to appropriate standards-based materials for all subjects.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The District provides SBE-adopted and standards aligned instructional materials, including intervention materials.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students who are struggling to meet the educational standards are offered a variety of support based on individual need. Teachers work with students after school and during lunch to provide additional support. They also use the AR period to work with students who are underperforming. A variety of accommodations are tried to assess the supports that students might need. These accommodations range from extra time on assessments, alternate assessments, reduced homework, and sentence starters, to name a few. Any student struggling with reading was also recommended for placement in a reading class. There is a reading support class for general education students as well as one specific to special education students. Some students are also recommended for our Connections class, which is similar to a Curriculum Support class for students who do not qualify for an IEP.

Students with social and emotional needs are afforded the opportunity to meet with our full time school counselor either one on one or in group sessions. Students with more specific social /emotional needs and who are on an IEP or 504 may be recommended for further educationally related mental health services.

Rolling Hills provides special education classes to support our special education students. In the sixth through eighth grades, we offer a variety of classes in language arts and math using a standards-based, differentiated curriculum appropriate to their needs. Class sizes are capped in order to provide for more individual support. A curriculum support class is also offered to provide assistance in executive functioning skills as well as re-teaching and pre-teaching skills and working on individual IEP goals. Teachers are available after and before school to work with students who need additional help.

EL students receive extra support as needed through the Read 180 program, Language Live, and through general education adoption.

14. Research-based educational practices to raise student achievement

Teachers use a wide range of instructional strategies and summative and formative assessment that raise student achievement. In addition to the summative and formative assessments listed above in question 2, teachers complete regular training on the latest educational practices to include in their classroom teaching. Examples of training include: close reading strategies, questioning strategies, depth of knowledge training, training on the Standards of Math Practice, professional coaching in the areas of math, language arts and PE, lesson design in math, EQUIP writing training, ERWC writing training, and literacy across the disciplines.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Rolling Hills Middle School is fortunate to have a very supportive parent and community group. Our Friends of Rolling Hills and School Site Council are very active and provide opportunities for parent involvement. Parent volunteers give many hours of support each year to our school and classrooms through a variety of activities. The following is a partial list of well-supported ongoing volunteer activities.

Leadership Activities:

- Parent Club/Friends of Rolling Hills
- School Site Council
- Representation on district committees (Steering, Master Plan, Technology, Budget, Wellness, Buckeye Education

Foundation)

Student Support Activities:
- Intel PC Pals
- Field trip chaperones
- Student activity days
- 8th grade promotion activities
- Classroom support

Fund Raising Activities:
- Annual magazine/cookie dough sales
- Bengal Ninja Warrior event
- Various dine out activities
- PE Sweats

Other Fun Activities:
- Bengal Day
- Back to School Night
- Open House
- Clubs
- Dances
- Field Day

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

ROLLING HILLS MIDDLE SCHOOL
PARENTAL INVOLVEMENT POLICY

Parents/guardians are their children's first and most influential teachers. Continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

We believe that when families, students, and the school staff work in partnership to help each student reach his/her potential, children are inclined to succeed not just in school, but throughout life.

To ensure effective involvement of parents, and to support a partnership between the school and parents, Rolling Hills School shall:

1. Take the following actions to involve parents in the joint development and joint agreement of its Single Plan for Student Achievement:
a. Gather input from meetings and surveys (California Healthy Kids Survey, district parent survey, school survey, Steering Committee meetings, School Climate Survey etc.)
b. Meet throughout the year to discuss and build consensus (School Site Council and Friends of Rolling Hills)
c. Post the final draft on the school website
d. Assess and share data from various surveys and assessments
e. Set goals based on data
2. Take the following actions to involve parents in the process of school review and improvement:
a. Analyze our school academic performance data with School Site Council
b. Conduct parent conferences once a year to inform parents of student progress
3. Provide parents a description and explanation of the curriculum in use at the school and the proficiency levels students are expected to meet:
a. At Back to School Night parents will be given access to websites of standards along with explanations of the assessments used
b. A link to the California Department of Education website may be accessed through our school's website in addition to Eschool Plus, our on-line grading program
c. At parent conferences parents will have the opportunity to review and discuss their student work with the teachers and to

hear about progress towards standards.
d. Parents will receive progress reports as needed, and report cards three times a year
4. Conduct an annual survey with questions that assess the effectiveness of our parent involvement policy:
a. The annual parent survey will continue to be administered
b. Results from the survey will be shared with School Site Council, staff, and parents.
5. Involve the parent community to improve student academic achievement through the following activities:
a. All 8th grade parents will receive a letter mailed to their home informing them of their child's assessment results on the annual STAR state achievement tests in science
b. Parents will receive their child's assessment results and be invited to speak with school personnel regarding the state results.
c. Results of assessments will be shared with the School Site Council and Friends of Rolling Hills.
6. Provide materials and training to help parents work with their children to improve their children's academic achievement to foster parent involvement by offering:
a. Parent education training regarding how to support key grade level standards at home
b. Information about how to help students at home with homework and other curriculum-related activities will be shared at Back to School Night and in the school newsletter, as well as in parent-teacher conferences
c. School expectations and course content will be provided to parents at annual Back to School Night
7. Educate its teachers and staff in effective means of communication through in-services on the following topics:
a. Training on the effective use of E-Schools Plus, our on-line grading system
b. Updating our website
c. Effective use of e-mail
d. Including information in parent and student bulletins, and posting those bulletins on our school website
e. Parent bulletins are e-mailed home to allow communication to be more timely

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

    Rolling Hills does not receive Title one or Title III funding.

18. Fiscal support (EPC)

    Rolling Hills does receive LCFF Supplemental Grant funding is used to support a .8 Connections teacher, who is working with our foster youth, McKinney Vento youth, and EL learners. District funding is provided for our ELA professional development days and math sustainability days.

Description of Barriers and Related School Goals

Based on our comprehensive needs assessments, we have found that students from socioeconomically disadvantaged households, though they are making growth, are still not performing as well as students who are not socioeconomically disadvantaged. Students with disabilities are still significantly underperforming their non-disabled peers in English Language Arts and Mathematics.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	329	320	326	324	316	325	324	316	325	98.5	98.8	99.7
Grade 7	339	341	334	333	333	330	333	333	330	98.2	97.4	98.8
Grade 8	342	353	345	335	346	335	332	345	335	98.0	98	97.1
All Grades	1010	1014	1005	992	995	990	989	994	990	98.2	98	98.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2553.6	2564.2	2572.3	21	30	28.31	43	39	44.62	25	20	18.77	10	11	8.31
Grade 7	2578.1	2600.5	2595.2	17	27	31.52	49	48	40.00	25	19	19.39	9	6	9.09
Grade 8	2596.8	2623.9	2626.5	16	32	34.03	53	42	42.39	22	19	16.72	7	6	6.87
All Grades	N/A	N/A	N/A	18	30	31.31	48	43	42.32	24	19	18.28	9	8	8.08

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	23	28	33.54	55	52	54.46	23	20	12.00
Grade 7	27	33	36.06	56	53	46.36	18	14	17.58
Grade 8	32	45	43.88	54	44	41.19	14	11	14.93
All Grades	27	36	37.88	55	50	47.27	18	15	14.85

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	35	40	42.46	51	47	47.38	14	13	10.15
Grade 7	38	50	50.61	53	43	40.61	9	7	8.79
Grade 8	37	51	52.84	54	42	41.79	9	7	5.37
All Grades	37	47	48.69	53	44	43.23	10	9	8.08

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	21	22	25.85	71	71	65.85	8	7	8.31
Grade 7	16	26	23.94	75	68	65.76	9	7	10.30
Grade 8	20	30	31.94	68	65	62.09	12	5	5.97
All Grades	19	26	27.27	71	68	64.55	9	6	8.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	35	47	39.08	57	47	52.92	7	6	8.00
Grade 7	29	43	45.76	62	48	43.64	9	9	10.61
Grade 8	24	39	50.45	64	52	39.40	11	9	10.15
All Grades	29	43	45.15	61	49	45.25	9	8	9.60

Conclusions based on this data:

1. Reading needs to be a focus for us based on the percentage of students below standard.
2. Listening skills need to improve; thought it would have improved as it was our focus last year.
3. Research and inquiry skills also need to be an area of focus.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	329	320	326	323	316	325	323	316	325	98.2	98.8	99.7
Grade 7	339	341	334	333	333	331	333	333	331	98.2	97.4	99.1
Grade 8	342	353	345	336	347	336	335	347	336	98.2	98.3	97.4
All Grades	1010	1014	1005	992	996	992	991	996	992	98.2	98.1	98.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2568.7	2577.3	2594.3	34	40	46.15	26	29	27.69	27	20	16.31	13	11	9.85
Grade 7	2598.3	2614.4	2601.6	36	44	36.86	30	28	32.02	24	22	21.75	9	7	9.37
Grade 8	2613.2	2627.0	2626.8	34	41	42.56	30	29	24.40	24	21	20.54	12	9	12.50
All Grades	N/A	N/A	N/A	35	41	41.83	29	29	28.02	25	21	19.56	11	9	10.58

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	41	51	58.46	37	31	28.31	22	18	13.23
Grade 7	48	48	48.94	38	39	34.14	14	13	16.92
Grade 8	47	53	49.11	37	35	34.52	16	12	16.37
All Grades	45	51	52.12	37	35	32.36	17	14	15.52

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	30	36	41.85	57	47	43.38	14	16	14.77
Grade 7	36	51	40.79	51	41	45.62	13	8	13.60
Grade 8	36	43	42.86	53	46	40.48	11	11	16.67
All Grades	34	43	41.83	54	45	43.15	12	12	15.02

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	31	36	47.08	54	53	38.46	15	11	14.46
Grade 7	38	47	38.07	56	46	51.96	6	7	9.97
Grade 8	38	35	44.35	51	56	45.83	12	9	9.82
All Grades	36	40	43.15	53	52	45.46	11	9	11.39

Conclusions based on this data:

1. Based on the percentage of students below standard in Concepts and Procedures, that needs to be an area of focus for us. However, we did have 52% above standard in that claim, which is also our highest.
2. Seventh grade had a significant decrease in results.
3. All areas in math continue to need to be an area of focus.

School and Student Performance Data

CAASPP Results (All Students)

CAASPP Science Results for All Students												
Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
8	89	93		8	5		2	2		2	1	

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	17	43	29	17	43	43	50		14		14		17		14
7	***	20	100		20			40		***				20	
8	60	***	***			***	20			20					
Total	38	38	65	8	31	24	31	15	6	15	8		8	8	6

Conclusions based on this data:

1. Percentage data is misleading because we have so few EL students.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	17	50	25	17	38	50	50		13		13		17		13
7	***	50	100		13			25		***				13	
8	43	***	40			40	14			29		20	14		
Total	38	56	57	6	22	29	25	11	5	19	6	5	13	6	5

Conclusions based on this data:

1. N/A

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement
LEA GOAL:
STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREAS
SCHOOL GOAL #1:
Increase average scale score by 5 points in mathematics and language arts for all students and all significant subgroups as measured by SBA assessment given in May 2018.
Data Used to Form this Goal:
Spring 2017 SBA baseline data
Findings from the Analysis of this Data:
We attained some growth last year, but want to see it improve.
How the School Will Evaluate the Progress of this Goal:
MAP assessments, interim assessments, Newsela dashboard, SBA

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Train math and LA teachers in MAP data analysis	August - December	Principal/District	Professional development		District Funded	
Professional development	August - May	Administration, teachers	Professional development	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
Planning days (2/year)	August - June	Admin, teachers	Professional development	1000-1999: Certificated Personnel Salaries	LCFF - Base	4,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Literacy across the Curriculum	August - January	Administration	Professional development	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
Attendance at conferences	August-April	teachers, administrators	Professional development	1000-1999: Certificated Personnel Salaries	LCFF - Base	7,000.00
Reading support classes	August-June	teachers, admin, DO	Intervention	1000-1999: Certificated Personnel Salaries	District Funded	
Connections teacher	August-June	teachers, admin, DO	Instructional support	1000-1999: Certificated Personnel Salaries	District Funded	40,000.00
Subs for trainings	August-June	Admin	Personnel	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,500.00
Additional materials/programs for special education students (Learning Ally manipulatives, study skills, etc)	August-June	teachers, admin	texts, programs, supplies	4000-4999: Books And Supplies	LCFF - Base	2,500.00
Supplemental texts for Language Arts	August-June	teachers, admin	books	4000-4999: Books And Supplies	LCFF - Base	20,000.00

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement
LEA GOAL:
STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREA
SCHOOL GOAL #2:
100% of our science staff and administrators will be trained in the implementation of the three strands (science/engineering practices, cross-cutting concepts, and disciplinary core ideas) into their science curriculum and teachers will teach two units following NGSS.
Data Used to Form this Goal:
STAR data from spring 2016, information about NGSS
Findings from the Analysis of this Data:
Scores are very high at 89% proficient/advanced.
How the School will Evaluate the Progress of this Goal:
Science assessments, STAR, trainings, surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Attendance at science conferences (SASP, NGSS roll-out, etc)	October	teachers, admin	conference	1000-1999: Certificated Personnel Salaries	LCFF - Base	2000.00
Science lab equipment	August-May	teachers, admin	lab supplies	4000-4999: Books And Supplies	LCFF - Base	4,500.00
Science chromebook carts	August-May	admin	chromebook cart	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	15,000.00

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement
LEA GOAL:
STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREA
SCHOOL GOAL #3:
Support social studies, science, exploratory, and PE teachers in teaching literacy across the disciplines to increase the percentage of students in the "above standard" zone by 5% in the claim areas of Reading (currently 38%), Research/Inquiry (currently 45%), Listening (currently 27%) and Writing (currently 49%).
Data Used to Form this Goal:
SBA data scores in reading, research/inquiry, and writing.
Findings from the Analysis of this Data:
Our students struggled with the aforementioned claims.
How the School will Evaluate the Progress of this Goal:
SBA results in Reading, Writing, and Research/Inquiry; formative/summative class assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Planning days (2/year)	October-April	teachers, admin	instructional support	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,500.00
Attend conferences	October-April	teachers, admin	professional development	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,000.00
PE Equipment	October-May	teachers, admin	updated sports equipment for safety and variety	4000-4999: Books And Supplies	LCFF - Base	3,000.00
Exploratory supplies	September-May	teachers, admin	variety of supplies needed for art, cooking, sewing, etc	4000-4999: Books And Supplies	LCFF - Base	3,000.00

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Developing the whole child
LEA GOAL:
PROMOTE THE DEVELOPMENT OF EACH STUDENT AS A "WHOLE" PERSON
SCHOOL GOAL #4:
Increase (by 5%) the percentage of students who feel safe (currently 88% in parent surveys and 86% in student surveys) and who enjoy school spirit and Pride activities (currently 82%).
Data Used to Form this Goal:
Parent surveys, student surveys
Findings from the Analysis of this Data:
Students do feel safe and involved as revealed in the student surveys noted previously in this document, but it is always an area of focus for us.
How the School Will Evaluate the Progress of this Goal:
Student and parent surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student rallies	August-June	Admin, Student Council	Spirit rallies	5000-5999: Services And Other Operating Expenditures	ASB	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Merit rewards	August-June	Admin, teachers, parents	Awards given once/trimester to students who maintain 100 merits (show outstanding behavior)	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	2,500.00
			Awards given once/trimester to students who maintain 100 merits (show outstanding behavior)	4000-4999: Books And Supplies	ASB	2,500.00
Awards assemblies (reading incentives, awards, trophies, etc)	August-June	Admin	AR incentives, certificates, trophies	4000-4999: Books And Supplies	ASB	5,000.00
ROAR Ambassadors/welcome committee (welcome bags, luncheons, etc)	August-June	counselor	welcome new students luncheons, activities, tokens of welcome	4000-4999: Books And Supplies	ASB	2,000.00
				4000-4999: Books And Supplies	LCFF - Base	1,000.00
CJSF	August-June	teacher coordinator	student service activities and field trips	5000-5999: Services And Other Operating Expenditures	ASB	5,000.00
			subs for field trip days	1000-1999: Certificated Personnel Salaries	LCFF - Base	2,500.00
After school clubs	August-June	admin, teachers	teachers plan activities, supervise the events	1000-1999: Certificated Personnel Salaries	LCFF - Base	3,000.00
			supplies for the clubs	4000-4999: Books And Supplies	ASB	2,000.00
			snacks	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1,000.00
Lunch activities	August-June	teachers, admin, yard duties	sports equipment, games	4000-4999: Books And Supplies	ASB	1,000.00
			teacher stipend to open room during rainy day lunch	1000-1999: Certificated Personnel Salaries	LCFF - Base	5,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Point Break	October-March	Counselor, admin	Student assembly to build empathy	5800: Professional/Consulting Services And Operating Expenditures	ASB	7,500.00

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Developing the whole child
LEA GOAL:
PROMOTE THE DEVELOPMENT OF EACH STUDENT AS A "WHOLE" PERSON
SCHOOL GOAL #5:
Suspension rates for all students will be maintained in the low status range on the State Dashboard; our focus will be on the subgroups (SED, SpEd, African American) in the medium range to try to bring them into the low range.
Data Used to Form this Goal:
Suspension rate data
Findings from the Analysis of this Data:
We have a small percentage of students who are getting suspended, but those students are habitual offenders. When suspended, they tend to have a "vacation" day at home and the consequence does not change the behavior.
How the School will Evaluate the Progress of this Goal:
We will analyze suspension data and interview students/teachers/parents about alternative consequences and their effects.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conference with parties involved (student, teachers, parents, etc)	as needed	administration	meetings during teacher prep time	1000-1999: Certificated Personnel Salaries		
Provide alternate on-campus consequences for suspensions	as needed	administration		1000-1999: Certificated Personnel Salaries	LCFF - Base	500.00
				2000-2999: Classified Personnel Salaries	LCFF - Base	500.00

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
ASB	26,000.00
District Funded	40,000.00
LCFF - Base	62,500.00
Parent-Teacher Association (PTA)	18,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	68,000.00
2000-2999: Classified Personnel Salaries	500.00
4000-4999: Books And Supplies	65,000.00
5000-5999: Services And Other Operating Expenditures	6,000.00
5800: Professional/Consulting Services And Operating	7,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	ASB	12,500.00
5000-5999: Services And Other Operating	ASB	6,000.00
5800: Professional/Consulting Services And	ASB	7,500.00
1000-1999: Certificated Personnel Salaries	District Funded	40,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	28,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	500.00
4000-4999: Books And Supplies	LCFF - Base	34,000.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	18,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	75,000.00
Goal 2	21,500.00
Goal 3	8,500.00
Goal 4	41,000.00
Goal 5	1,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Debbie Bowers	X				
Jennifer Hansen	X				
Dana Uharriet			X		
Kelly Rose		X			
Kate Brown		X			
Paige Finley		X			
Sel Richard				X	
Shonna Franzella				X	
Jennifer Spates				X	
Zohre Lowry				X	
Eileen Griffin				X	
Cassandra Henderson				X	
Charlinda Gunter				X	
Alexis Mackie					X
Hadley Danielson					X
Numbers of members of each category:	**2**	**3**	**1**	**7**	**0**

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	Signature
	English Learner Advisory Committee	Signature
	Special Education Advisory Committee	Signature
	Gifted and Talented Education Program Advisory Committee	Signature
	District/School Liaison Team for schools in Program Improvement	Signature
	Compensatory Education Advisory Committee	Signature
	Departmental Advisory Committee (secondary)	Signature
X	Other committees established by the school or district (list): Teachers	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on 11/1/2016.

Attested:

Typed Name of School Principal	Signature of School Principal	Date
Debbie Bowers		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Charlinda Gunter		

State Indicators	Subgroups	16-17 Number of students tested	15-16 STATUS	16-17 STATUS	STATUS (high, low, etc AND points above level 4)	CHANGE (number + increased, maintained, etc)
Chronic Absenteeism	All	1025	N/A	2%		
	Economically Disadv.	106	N/A	8%		
	EL	13	N/A	8%		
	Students w Disabilities	126	N/A	7%		
	2+ Races	78	N/A	4%		
	White	664	N/A	2%		
	Hispanic	124	N/A	4%		
	Asian	131	N/A	2%		
Suspension Rate	All	1025	1%	2.60%	Medium	Increased 1.2%
	Economically Disadv.	106	8%	10.30%	High	Increased 2.1%
	EL	13	0	0	Very Low	Maintained
	Students w Disabilities	126	5%	9%	High	Increased by 2.1%
	2+ Races	78	1%	2.60%	Medium	Increased by 1.3%
	White	664	1%	1.80%	Low	Increased .5%
	Hispanic	124	2%	4.80%	Medium	Increased by 2.5%
	Asian	131	0	2.80%	Medium	Increased by 2.8%
English Language Arts	All	989	Very High	Very High	Very High (49.5 points above level 3)	+ 2.8 maintained
	Economically Disadv.	90	Low	Low	Low (12 points below level 3)	-2.1 maintained
	EL	69	High	Very High	Very High (54.1 points above level 3)	+ 14.6 increased
	Students w Disabilities	126	Low	Low	Low (58.6 points below level 3)	- 2.5 maintained

Appendix A

State Indicators	Subgroups	16-17 Number of students tested	15-16 STATUS	16-17 STATUS	STATUS (high, low, etc AND points above level 4)	CHANGE (number + increased, maintained, etc)
	2+ Races	79	Very High	Very High	Very High (54.1 points above level 3)	+4.7 increased
	White	642	Very High	Very High	Very High (48.89 points above level 3)	+ 1 increased
	Hispanic	114	High	High	High (20.9 points above level 3)	+ 5.5 increased
	Asian	105	Very High	Very High	Very High (81.1 points above level 3)	+4.1 increased
Mathematics	All	992		2607 Very High	Very Hgh (40.4 points above level 3)	+ 2.2 maintained
	Economically Disadv.	91	Medium	Medium	Medium (21.1 points below level 3)	+ 3 increased
	EL	69	Very High	Very High	Very High (50 points above level 3)	+ 11.9 increased
	Students w Disabilities	128	Low	Low	Low (76.9 points below level 3)	-1.8 maintained
	2+ Races	79	Very High	Very High	Very High (43.4 points above level 3)	-3.7 declined
	White	644	Very High	Very High	Very High (38.3 points above level 3)	+ .8 maintained
	Hispanic	115	Medium	High	High (4 points above level 3)	+ 12.2 increased
	Asian	105	Very High	Very High	Very High (85.4 points above level 3)	-8.2 declined
	See Narrative	N/A	N/A		N/A	N/A
	See Narrative	N/A	N/A		N/A	N/A
	See Narrative	N/A	N/A		N/A	N/A

State Indicators	Subgroups	16-17 Number of students tested	15-16 STATUS	16-17 STATUS	STATUS (high, low, etc AND points above level 4)	CHANGE (number + increased, maintained, etc)
	See Narrative	N/A	N/A		N/A	N/A

Appendix B

School Growth and Academic Performance Levels

Groups	English Language Arts Growth	Performance Level
All Students	Maintained +2.8	Very High
Socio-Economically Disadvantaged	Maintained -2.1	Low
English Learners	Increased +14.6	Very High
Students with Disabilities	Declined -2.5	Low
2+ Races	Maintained +4.7	Very High
White	Increased +1	Very High
Hispanic	Increased +5.5	High
Asian	Increased 4.1	Very High

Groups	Mathematics Growth	Performance Level
All Students	Maintained +2.2	Very High
Socio-Economically Disadvantaged	Maintained +3	Medium
English Learners	Maintained +11.9	Very High
Students with Disabilities	Maintained -1.8	Low
2+ Races	Declined -3.7	Very High
White	Maintained +.8	Very High
Hispanic	Increased +12.2	High
Asian	Declined -8.2	Very High

Suspension Rate

Groups	% Status	Status	Change
All Students	2.6%	Medium	Increased 1.2%
Socio-Economically Disadvantaged	10.3%	High	Increased 2.1%
English Learners	0	Very Low	Maintained 0
Students with Disabilities	9%	High	Increased 2.1%
2+ Races	2.6%	Medium	Increased 1.3%
White	1%	Low	Increased .5%
Hispanic	4.8%	Medium	Increased 2.5%
Asian	2.8%	Medium	Increased 2.8%

Goals from 2016-17

1. Increase SBAC scores in Language Arts (from 73% to 73%) and Mathematics (from 70% to 70%) by 5% on the SBAC assessment in May 2017. **Not met!**
2. 100% of our science staff will be trained in the implementation of the three strands (science/engineering practices, cross-cutting concepts, and disciplinary core ideas) into their science curriculum. **Goal met!**
3. Support social studies teachers in teaching literacy across the disciplines to increase the percentage of students in the "above standard" zone by 5% in the claim areas of Reading (currently 36%--now 38%), Research/Inquiry (currently 43%--now 45%), and Writing (currently 47%--now 49%). **Progress made but goal not met.**
4. Students will feel safe (goal = 90% parent survey; **not met = 88% parents**), be involved in campus activities (goal = 80% based on Five Star data; **not met = 70%**), and enjoy participation in Exploratory/PE options (goal = 75% based on Expl/PE survey; **goal met = 82.5%**).

Goals for 2017-2018

1. Increase average scale score by 5 points in mathematics and language arts for all students and all significant subgroups as measured by SBA assessment given in May 2018.
2. 100% of our science staff and administrators will be trained in the implementation of the three strands (science/engineering practices, crosscutting concepts, and disciplinary core ideas) into their science curriculum and teachers will teach two units following NGSS.

3. Support social studies, exploratory, and PE teachers in teaching literacy across the disciplines to increase the percentage of students in the "above standard" zone by 5% in the claim areas of Reading (currently 38%), Research/Inquiry (currently 45%), Listening (currently 27%) and Writing (currently 49%).
4. Increase (by 5%) the percentage of students who feel safe (currently 88% in parent surveys and 86% in student surveys) and who enjoy school spirit and Pride activities (currently 82%).
5. Suspension rates for all students will be maintained in the low status range on the State Dashboard; our focus will be on the subgroups (SED, SpEd, African American) in the medium range to try to bring them into the low range.

Buckeye Union School District

2017-2018

AGENDA ITEM # : X.1.

Summary Report of Warrants

Warrant Registers for the period of: December 1, 2017 through December 31, 2017

Register #	Date	Fund	Fund #	Amount	# of Warrants
7127	6-Dec-2016	General Fund	01	$68,374.96	41
7128	6-Dec-2016	General Fund	01	$1,084.19	2
7129	8-Dec-2016	General Fund	01	$23,426.60	25
7130	12-Dec-2016	General Fund	01	$14,045.84	47
7131	12-Dec-2016	Cafeteria	13	$35,403.19	11
7132	12-Dec-2016	Developer Fees	25	$1,406.25	1
7133	12-Dec-2016	Deferred Maintenance	14	$1,990.00	1
7134	12-Dec-2016	Bond Fund	21	$3,818.85	2
7135	12-Dec-2016	General Fund	01	$3,777.94	5
7136	15-Dec-2016	General Fund	01	$80,691.61	26
7137	20-Dec-2016	General Fund	01	$40,402.63	15
7138	15-Dec-2016	General Fund	01	$12,398.04	6
7139	19-Dec-2016	State Building Fund	35	$66.65	1
7140	19-Dec-2016	General Fund	01	$7,277.28	2
7141	21-Dec-2016	General Fund	01	$1,253.68	2
7142	29-Dec-2016	General Fund	01	$63,369.83	32
7143	29-Dec-2016	General Fund	01	$9,735.95	3
				$368,523.49	222

General Fund	01
State Building Fund	35
Deferred Maintenance	14
Bond Fund	21
Cafeteria	13
Developer Fees	25
Mello Roos	49
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BUCKEYE UNION SCHOOL DISTRICT
SAFE SCHOOL PLAN

October 2017- October 2018

School Site: Blue Oak Elementary

Administrators: Rachelle Ball, Principal and Melinda Spooner, Assistant Principal

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SCHOOL SYNOPSIS

Blue Oak School is a single track transitional kindergarten through fifth grade elementary school located in Cameron Park, twenty miles east of Sacramento in the Sierra foothills. Our beautiful ten-acre campus creates a positive learning environment for children with its buildings situated among open green spaces and many stately Blue Oak trees. Built in 1988, Blue Oak has consistently taken a leadership role within the Buckeye Union School District and the El Dorado County education community. The Blue Oak student population has changed for the 17/18 school year with the move of the Montessori Charter School to the new Valley View Campus. We currently serve 449 transitional kindergarten through 5th grade students. Inclusion of all students is a high priority for us. Special Education students are mainstreamed to receive a balanced curriculum in the least restrictive environment. Both staff and parents pay close attention to subtle changes in our students that may indicate a need for additional support and assistance. Our community is generous and caring in an atmosphere where cooperation and respect is highly valued.

At Blue Oak Elementary we have high expectations for student achievement. We are committed to providing students with a solid academic background in a safe and supportive environment. We challenge students with academic curriculum that requires them to apply skills and knowledge to meet district standards. Our intent is to build an academic foundation that will allow students to be successful in middle school, high school, and beyond. We have taken specific action to implement the Common Core State Standards along with the 4 C's (*Creativity, Communication, Critical Thinking and Collaboration*) for each grade level.

The Blue Oak Library/Media center is open to students Monday, Wednesday and Friday. Students in all classes meet with the library assistant weekly to choose age-appropriate books and hear quality literature read out-loud. The PTA has made a commitment to help update our library book collection. The library will go through a "weeding" process to insure that we have up to date and engaging books that are available to our students

3rd-5th grade students learn in a 1:1 device environment. Students in these grades are using Chromebooks. In addition to those devices, Kindergarten through 2nd grade has 16 Chromebooks and at least two iPads in each room. Each class can also schedule instructional time in the computer lab which is comprised of 35 student computers and one teaching station. Our PTA has been instrumental in raising funds to assist in the purchasing of Chromebooks.

The staff of Blue Oak School strives to work together in a collaborative manner to provide an education that will nurture and build the academic strengths of each child. Our dedicated and innovative teaching staff shares in leadership responsibilities, knowing that solid, research-based planning is the key to a quality academic program. The staff continues to work to develop a program that is aligned with the state content and Common Core standards in all subject areas. Included in the program is a comprehensive assessment and accountability component. The results of all assessments are used to identify areas of need and to guide instruction. We have implemented reading and math intervention programs during the school day to support underperforming students. Our English learners have designated language development time to help them expand their understanding of the English language and academic vocabulary. Teachers also have times within their classrooms for small group instruction, in order to differentiate to best meet the needs of the individual students. Blue Oak is fortunate to have a Literacy Coach, three certificated aides, Foothill Indian Education tutors and cross-age tutors from neighboring Camerado Springs Middle School to help us strive toward our vision, "*where all children and adults are engaged in learning all the time.*"

PART ONE: School Site Council

Names of Members	Administration	Teacher	Other School Staff	Parent or Community Member
Rachelle Ball	X			
Melinda Spooner	X			
Susan Brown			X	
Diana Shivley		X		
Kristi Palmer		X		
Brenda Foisy				X
Rick Vahl				X
Cynthia St. Pierre				X

Approved by School Site Council on 10/ /17

The School Site Council forms the core of the planning committee. The Assistant Principal and the Principal facilitate the process. The committee includes both classified and certificated staff members, parent and community members.

The committee analyzed the data available and developed the Safe School Plan with the goal in mind of assuring each student a safe physical environment; assuring each student a safe, respectful, accepting and emotionally nurturing environment; and providing each student resiliency skills.

To support student safety and school traffic issues, Law Enforcement has been solicited this school year. Other data utilized to write the School Safety Plan included the Healthy Kids Survey, and the 2016-2017 Parent/Student Survey.

PART ONE: SAFETY PLAN
SCHOOL VISION

BLUE OAK SCHOOL VISION

Blue Oak is a school where all children and adults are engaged in learning all the time.

BLUE OAK ELEMENTARY SCHOOL MISSION STATEMENT

For each of us, learning is a personal adventure. We respect the right of each child to discover…to create…to take risks and to succeed…to enjoy being where he/she is, and be eager to move on.
We believe in the dynamic process of students, staff, parents, and community working together to celebrate the achievement of their potential.
We are all pioneers on the educational frontier.
Together We Will Build Our Future

Our vision was reviewed by our Site Leadership Team, School Advisory Committee, revisited with the staff, and revised for the 2014 – 2015 school year. As a result of this collaboration between the Blue Oak Climate Committee, and staff, Blue Oak adopted Five Core Values that correspond to our Positive Action Program. Each month students focus on one of the Core Values: Responsibility, Trust, Citizenship, Kindness & Caring, Respect, and Appreciation. A positive approach to student behavior has been adopted by the Blue Oak Community.

PART ONE: SAFETY PLAN
SCHOOL SAFETY ASSESSMENT

Surveys:

- Student input through the student section of the School Advisory Committee annual parent survey
- Parent and community input through School Site Council and PTA meetings
- Staff input through staff meeting discussions and surveys
- El Dorado County Sheriff's Department and Cameron Park Fire Department
- Community and parent input through the results of the 2016-2017 BUSD and Blue Oak Parent Survey

Statistics:

- California Safe Schools Assessment School Crime Reporting Summary - BUSD
- Discipline Records: Bullying, fighting, number of common infractions, suspension, and expulsion records
- Report Cards
- Trimester Assessment Results
- SBAC Results
- CST Science 5th Grade Results
- Accelerated Reader Data
- MAP Data

Conclusions:

- The current data suggests that there is a high level of satisfaction that parents and children feel safe and secure at and around school.

PART ONE: SAFETY PLAN
AREAS OF PRIDE/DESIRED CHANGE

Areas of pride and strength:

- In general we are very proud of our students' behavior. They often receive compliments after field trips and group activities.
- Annual school wide Safety Day is held and includes community support from The El Dorado County Sheriff's and Fire Department and local anti-bullying advocates.
- We are proud of our school facility. Our campus is clean, orderly and well kept. Emergency procedures are in place; fire drills are held monthly and lock-down drills/earthquake drills are held each trimester.
- We are proud of the manner in which students adhere to our Core Values and follow our discipline policies. To further strengthen this area we continue to have a "4" point rubric system in ranking students behavior while walking around campus.
- We have maintained our Peace Patrol program. This is a student led team of 4th and 5th grade students who help students to resolve problems and conflicts at school without the intervention of adults. In addition, the Peace Patrol brings problems to administration and staff that need to be resolved by an adult.
- We are pleased with parent involvement and volunteerism at Blue Oak School.
- Our theme this year is to "Dream Big". Using a quote from Walt Disney, "All our dreams can come true if we have the courage to pursue them." We want students and staff to set goals and take the risks necessary to accomplish those goals. Throughout the year we will focus on building self-esteem and maintaining a positive attitude in order for our dreams to come true. In order to make progress in this area, we will insure that the climate at the school is supportive, safe and nurturing.

Areas of desired change:

- We would like to continue to raise school and community awareness of our Core Values program.
- We would like to increase parent/community involvement on campus in order to promote student success.
- With help of law enforcement we would like to improve our overall safety plan, including a review of our emergency plans.

PART ONE: SAFETY PLAN GOALS AND OBJECTIVES
COMPONENT ONE: PERSONAL CHARACTERISTICS OF STUDENTS AND STAFF

GOAL #1	• To foster a safe, positive learning environment by improving student well being in the school community and neighborhood.
OBJECTIVE #1	• Peace Patrol and Grand Greeters will continue to be implemented and revised by the school staff using 4th and 5th grade students with administrators and classroom teachers supervising.
RELATED ACTIVITIES	• School counselor and administration to address classes of students on issues related to self-esteem and conflict resolution. • Continue to implement Peace Patrol and Grand Greeters. • Principals reading books to students that cover topics such as self-esteem and core values. • Two of the three scheduled assemblies will cover topics that include character development and positive self esteem. • Annual Safety Day (October 16, 2017) • National Walk to School Day (October 4, 2017) • Bike to School Day (May 2, 2018)
RESOURCES NEEDED	• Scheduling of counselor's time • Conflict Mgr. (Peace Patrol) training instructional materials (SDFSC) • Non-instructional materials for conflict manager training (clip boards, vests, T-shirts, incentives) (SDFSC) • Books related to self-esteem and Blue Oak's Core Values
PERSONS RESPONSIBLE	• Principal • Assistant Principal • Counselor • Lead Teachers
EVALUATION	• Log of counselor classroom sessions. • Staff feedback • District Parent Survey • Student Survey
TIMELINE	• October 2017 - May 2018
BUDGET	• Assemblies • Conflict Managers Materials • Sources: PTA $500

COMPONENT ONE: PERSONAL CHARACTERISTICS OF STUDENTS AND STAFF—CONTINUED

GOAL #1	• To foster a safe, positive learning environment by improving student well being in the school community and neighborhood.
OBJECTIVE #2	• By October 2018, 100% of the staff, including yard supervisors, will be observed modeling conflict resolution utilizing the Core Values and the school wide rules.
RELATED ACTIVITIES	• Yard Supervisor Staff will participate in ongoing training on Core Values and conflict resolution strategies. • Strategies of conflict resolution to be reviewed at regular staff meetings. • Students will receive training in conflict resolution. • Conflict managers (Peace Patrol) to be on duty during recess and lunch. • Community givebacks (coat drive, can food drive, etc.)
RESOURCES NEEDED	• Counselor • Staff involvement • PTA support
PERSONS RESPONSIBLE	• Principal • Assistant principal • Counselor • Lead Teachers • PTA Board
EVALUATION	• Log of counselor classroom sessions • Notes from yard supervisor meetings • Number of behavioral referrals • Parent and Student Surveys • Success of school wide giving back initiatives
TIMELINE	• October 2017 – October 2018
BUDGET	• Staff and student training materials—Source: As available • Positive incentives • Posters with school wide rules and core values

PART ONE: SAFETY PLAN GOALS AND OBJECTIVES
COMPONENT TWO: SCHOOL'S PHYSICAL ENVIRONMENT

GOAL #1	• To foster a safe, positive learning environment by improving student well-being in the school community and neighborhood.
OBJECTIVE #1	• Emergency procedures will continue to be reviewed, refined, and practiced. All classes will participate in the emergency procedures.
RELATED ACTIVITIES	• Implement procedures as per Education Code 32282 • Staff, students and community will be advised about disaster preparedness and emergency readiness. • Regular emergency drills will be held • Annual Safety Day in conjunction with the El Dorado County Sheriff and Fire Department and the Great Shake Out
RESOURCES NEEDED	• SEMS manuals • BOWMAC Online Emergency Preparedness Database • Updated emergency folders in all rooms • Williams Act Inspection for Postings
PERSONS RESPONSIBLE	• Principal • Assistant Principal • School Secretary • Head Custodian
EVALUATION	• Staff/Administration/El Dorado County Sheriff and Fire Department to review disaster preparedness and emergency readiness • Log of emergency drills held
TIMELINE	• October 2017 - October 2018
BUDGET	• Emergency preparedness-SDFSC

COMPONENT TWO: SCHOOL'S PHYSICAL ENVIRONMENT
CONTINUED

GOAL #1	• To foster a safe, positive learning environment by improving student well-being in the school community and neighborhood.
OBJECTIVE #2	• Arrival and dismissal traffic procedures will continue to be reviewed by the principal and assistant principal.
RELATED ACTIVITIES	• Traffic procedures, rules and expectations will be communicated to parents and students. • Involvement of the Department of Transportation and California Highway Patrol to observe and advise on traffic/safety during pickup and drop off times • Grand Greeters will be out on duty each morning to greet students and give morning message. • Principal and Assistant Principal will be visible as much as possible at high traffic flow times
RESOURCES NEEDED	• Community and school resources are in place.
PERSONS RESPONSIBLE	• Principal • Assistant principal
EVALUATION	• Data on number of parent complaints and concerns to be gathered through School Site Council Parent Survey and analyzed for content.
TIMELINE	• October 2017 - October 2018
BUDGET	• Communications—Source: School Funds • Emergency preparedness - Source: as available

PART ONE: SAFETY PLAN GOALS AND OBJECTIVES
COMPONENT THREE: SCHOOL'S SOCIAL ENVIRONMENT

GOAL #1	• To foster a safe, positive learning environment by improving student wellbeing in the school community and neighborhood.
OBJECTIVE #1	• By October 2018, parents and students will have improved awareness of school rules, digital citizenship, Core Values and the discipline system resulting in a decline in behavioral referrals.
RELATED ACTIVITIES	• Education and expectation on digital citizenship • Continue to implement Core Values emphasizing the six Core Values; Respect, Responsibility, Trust, Kindness & Caring, Citizenship, and Appreciation. • Core Value assemblies and ongoing positive reinforcements • Core Value lunches with administrators • Community Give Back Day • Educate students and parents through the Parent/Student Handbook and monthly parent and PTA bulletins regarding school rules, Core Values and school-wide student discipline system. • Classroom teachers will review school rules and Core Values at the beginning of the school year. • Posting of Core Values and Parent/Student Handbook on our webpage • Positive reward system has been set up in the principal's office for student who have ongoing referrals/behavior issues.
RESOURCES NEEDED	• Annual printing of Parent/Student handbook • Class time allocated for reviewing school rules • Scheduling of counselor's time • Positive Actions materials for teacher use • Core Value Resources
PERSONS RESPONSIBLE	• Principal • Assistant Principal • Classroom teachers TK-5 • Counselor
EVALUATION	• Number of discipline entries monitored throughout the school year • Monitoring of behavior interventions • Hapara and Suspicious Search Reports • eSchool data regarding discipline actions
TIMELINE	• October 2017 – October 2018
BUDGET	• Student/parent handbook word processing/publication—Source: SIP • Rewards, motivational materials for Core Values—Source: PTA • Positive Action program materials—Source: As available

COMPONENT THREE: SCHOOL'S SOCIAL ENVIRONMENT
CONTINUED

GOAL #1	• To foster a safe, positive learning environment by improving student well-being in the school community and neighborhood.
OBJECTIVE #2	• By October 2018, all students will have been delivered direct instruction in social skills, digital citizenship, positive self-concept, Core Values and problem solving skills.
RELATED ACTIVITIES	• Counselor to instruct classes in social skills, positive self-concept, and problem solving. • Digital Citizenship Curriculum • Provided multiple opportunities and resources for students to grow and learn in digital citizenship. • Teacher Digital Citizenship Lesson • Positive Action and Core Values programs to be implemented by all classroom teachers. • Provide staff with lesson that coincide with the Core Values • Continue cross age tutoring program between middle school students and Blue Oak Students. • Core value posted on the marque and mentioned in the Bulldog Bulletin • Principal and Assistant Principal maintain a Core Value library of read alouds.
RESOURCES NEEDED	• Instructional materials and incentives • Core Value Books • Scheduling of counselor's time • Digital citizenship curriculum
PERSONS RESPONSIBLE	• Principal • Assistant Principal • Counselor • Teachers
EVALUATION	• Teacher feedback regarding Core Value program • Parent Survey • Hapara and Suspicious Search Results
TIMELINE	• October 2017 - October 2018
BUDGET	• Instructional materials, rewards, motivational materials-PTA • Core Value program materials—as available

PART ONE: SAFETY PLAN GOALS AND OBJECTIVES
COMPONENT FOUR: SCHOOL'S CULTURAL ENVIRONMENT

GOAL #1	• Continue to proactively build upon the school spirit and positive culture.
OBJECTIVE #1	• Provide role models and recognition for positive student behavior.
RELATED ACTIVITIES	• Promote greater student participation in school spirit days • Promote and recognize good attendance via classroom recognition • Advertise successes via the Bulldog Bulletin • Core value assemblies • Peace Patrol as role models.
RESOURCES NEEDED	• Class prizes to recognize high level of participation in spirit days • Prizes to recognize good behavior • Positive Recognition Postcards • Peace Patrol Conflict Resolution Training
PERSONS RESPONSIBLE	• Principal • Assistant Principal • Office staff • Yard supervisors • All school staff
EVALUATION	• Improved attendance • Decrease in office referrals
TIMELINE	• October 2017 - October 2018
BUDGET	• None needed – Prizes donated • PTA

COMPONENT FOUR: SCHOOL'S CULTURAL ENVIRONMENT-CONTINUED

GOAL #1	• To foster a safe, positive learning environment by improving student well-being in the school community and neighborhood.
OBJECTIVE #2	• All parent volunteers will be fingerprinted.
RELATED ACTIVITIES	• All new parent volunteers to be fingerprinted each year. • All fingerprinted volunteers will have permanent identification badges. • School secretaries to make picture identification badges for fingerprinted parent volunteers. • Volunteer sign-in process to be monitored for accountability.
RESOURCES NEEDED	• Financial resources from PTA to assist with cost of fingerprinting • Secretaries to assist with making volunteer identification badges
PERSONS RESPONSIBLE	• Principal • Assistant Principal • School Secretaries
EVALUATION	• Monitor the number of fingerprinted volunteers.
TIMELINE	• October 2017 - October 2018
BUDGET	• PTA donations • Site Fund

PART ONE: SAFETY PLAN
ALIGNMENT OF GOALS AND VISION

Our goals and objectives are intended to lead students toward the Blue Oak School Vision and the Blue Oak Mission. Compassion for others, cooperation, celebration of diversity and a safe and secure environment are keys to our Vision. Blue Oak is a school where all children and adults are engaged in learning all the time.

PART ONE: SAFETY PLAN
EVALUATION

Component	Objective	Evaluation	Persons Responsible
1	1	School Wide discipline data. Number of office referrals and suspensions logged into E-Schools.	• Counselor • Administration
1	1	Number of assemblies scheduled relating to self-esteem/character development	• AP • PTA Chair
1	2	Number of noon & recess personnel trained	• AP • Counselor
1	2	Decrease in number of office referrals/ suspensions	• Principal • AP
2	1	Site Council to review the revised emergency procedures	• Principal • AP
2	1	Log of emergency drills	• Administration • Head Custodian
2	2	Annual data on number/type of parent complaints or confrontations	• Principal • AP
3	1	Office referrals to be monitored throughout the school year and at the end of the school year to determine if entries have decreased Monitor Hapara Logs	• Teachers • Principal • AP
3	2	Number of behavior interventions. Reports of suspicious searches and Hapara logs	• Principal • AP
4	2	Number of parent volunteers fingerprinted	• Principal • AP • School Secretaries
4	2	Number of identification badges issued	• Principal • AP • School Secretaries
4	2	Healthy Kids Survey Data & Parent Survey	• Principal • AP • All school personnel

PART ONE: SAFETY PLAN

BUDGET

COMPONENT	ITEM	SOURCE	AMOUNT
1	Assemblies	PTA	$1,500
1	Materials for Conflict Managers	Site and Intel (Donations)	$500
2	Updated emergency folders, flipcharts	District Office	N/A
3	Materials/incentives for Core Values and Positive Action Program	PTA/Donations	$1,500
3	Parent/Student Handbook	Site Funds	$300
4	Fingerprinting	Parents, PTA and Site	$400
4	ID badges	PTA and Site	$100

MINUTES
SPECIAL MEETING
OF THE BOARD OF TRUSTEES
BUCKEYE UNION SCHOOL DISTRICT

DISTRICT VISION STATEMENT

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

Tuesday, November 28, 2017
Room Library: Valley View Elementary School
Open Session – 5:30 p.m.

I. CALL TO ORDER & FLAG SALUTE

The meeting was called to order by Royce Gough at 5:31 p.m. Royce Gough led the flag salute.

II. ROLL CALL

Present:	Royce Gough	Not Present:	Kirk Seal
	Dr. Brenda Hanson-Smith		Winston Pingrey
	Gloria Silva		

III. APPROVAL OF AGENDA

Dr. Brenda Hanson-Smith made a motion to approve the agenda, and Gloria Silva seconded the motion. The motion carried 3-0.

IV. ACTION ITEM

Authorization to Award Contract for Bid Package No. 1709 - Tenant Improvements for New Buckeye Union School District Office ("Project").

Ms. McHaney reported to the Board that on November 28, 2017 the District opened sealed bids for the New District Office Tenant Improvements Project. A total of six (6) sealed bids was received. After reviewing all bids, the District identified Z Squared Construction as the lowest responsive and responsible bidder. Ms. McHaney requested that the Board authorize staff to accept all bids and award the District Office Tenant Improvement Construction Project to Z Squared Construction. Dr. Brenda Hanson-Smith motioned to approve the Authorization to Accept Bids and Award Contract to Z Squared Construction, and Gloria Silva seconded the motion. The motion passed 3-0.

V. ADJOURNMENT

Dr. Brenda Hanson-Smith motioned to adjourn the meeting and Kirk Seal seconded the motion. The motion passed 3-0.

Approval Date: _____

By: _____
Winston Pingrey, Clerk

By: _____
Dr. David Roth, Secretary

BUCKEYE UNION SCHOOL DISTRICT

PERSONNEL UPDATE
December 13, 2017

I. NEW CERTIFICATED/ADMINISTRATIVE STAFF

None

II. NEW CLASSIFIED/CLASSIFIED MGMT/CONFIDENTIAL STAFF

Jennifer McKay	-Teacher Associate (OH) at 6.25 hours per day (5.25 hours on early release Wednesday) at Blue Oak Elementary School -Effective November 27, 2017
Melanie Sweeney	-Crossing Guard at 1 hour per day (morning & afternoon) at Blue Oak Elementary School -Effective November 29, 2017
Joshua Taylor	-Computer Technician at 8 hours per day at District Office -Effective December 6, 2017

III. CHANGE OF STATUS

A. Certificated/Administrative

None

B. Classified

Catherine Draher	-Cafeteria Associate at 3.25 and 1.25 hours per day at Buckeye Elementary School -Now Cafeteria Associate at 3 hours per day at Silva Valley Elementary School and 1.25 hours per day at Buckeye Elementary School -Effective January 3, 2018
Hailey Glatz	-Cafeteria Associate at 2 hours per day at Valley View Charter Montessori School -Now Cafeteria Associate at 2 hours per day at Valley View and Custodian at 1.5 hours per day at Buckeye-Central Kitchen -Effective November 17, 2017
Hoalli Gruenwald	-Teacher Associate at 2 hours per day and Playground Monitor at 1 hour per day at Buckeye Elementary School -Now Teacher Associate at 2.5 hours per day and Playground Monitor at .5 hours per day at Buckeye Elementary School -Effective November 29, 2017
Sheila Istvanick	-Playground Monitor at 2 hours per day at Blue Oak Elementary School -Now Playground Monitor at 2.25 hours per day at Blue Oak Elementary School -Effective November 27, 2017

Lori Maldonado-Torres	-Teacher Associate at 2.25 hours per day at Buckeye Elementary School -Now Teacher Associate at 2.25 hours per day and Playground Monitor at .5 hours per day at Buckeye -Effective November 29, 2017
Delia Rangel	-Playground Monitor at 1.75 hours per day (.75 on early release Wednesdays) Now Playground Monitor at 2.25 hours per day (1.25 on early release Wednesdays) -Effective January 3, 2018
Heidi Yaeger	-Custodian at 8 hours per day at Camerado Middle School -Now Custodian at 8 hours per day at William Brooks Elementary School -Effective December 18, 2017

IV. LEAVE OF ABSENCE REQUEST

A. Certificated
None

B. Classified
None

V. RESIGNATION

A. Certificated
None

B. Classified

Tami Merlo	-Playground Monitor at Valley View Charter Montessori -Effective November 17, 2017
Ken Salabert	-Playground Monitor at Rolling Hills Middle School -Effective December 8, 2017
Sean Stapleton	-Custodian at William Brooks Elementary School -Effective December 1, 2017

VI. RETIREMENT

A. Certificated
None

B. Classified/Confidential
None

BUCKEYE UNION SCHOOL DISTRICT
SAFE SCHOOL PLAN

November 2017-November 2018

School Site: Buckeye

Administrator: Deedra Devine

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Part Two APPENDIXES

Assessment of Current Status of School Crime

Child Abuse Reporting Procedures

Routine and Emergency Disaster Procedures

Procedures to Notify Teachers of Dangerous Students pursuant to Ed. Code 49079

Discrimination and Harassment Policy

Dress Code Policy

Procedures for Safe Ingress/Egress of Students/ Parents/Employees to and from School

Safe and Orderly School Environment Conducive to Learning

Rules and Procedures on School Discipline

Hate Crime Reporting Procedures

SCHOOL SYNOPSIS

Buckeye School is a kindergarten through fifth grade elementary school located in Shingle Springs, California, and twenty-five miles east of Sacramento in the Sierra foothills. Buckeye's original school, which opened in 1857, was located in Buckeye Flats, the staging ground for the California Gold Rush. Buckeye School is one of the oldest schools in California. From the Gold Rush to present day, Buckeye has served a very diverse student population. It is from this diversity that we have come together to provide a meaningful education for all of our students. Our motto, "Together We Can Make A Difference" is the basis for our educational program that includes students and their families.

Understanding the importance of standards, we are leaders in the establishment and adoption of standards in the state of California. Our highest priority is student learning. We have adopted the state's standards in language arts and mathematics, which have also been integrated into our district report card. Our goal is to have all students performing at proficient or advanced levels.

Buckeye School has long celebrated academic excellence and individual student achievement and safety. For 150 years we have experienced tremendous growth, cultural changes, and curriculum changes. Through all of these changes we have consistently maintained our focus on providing our children with outstanding educational K-5 opportunities in a safe and orderly environment. Buckeye teachers are educational leaders in El Dorado County. Their dedication and willingness to implement meaningful teaching strategies based on current research is the cornerstone of an excellent learning program. Children are supported through the regular classrooms, school-based tutoring programs in language arts and mathematics, intervention programs such as Bobcat RAP, our special education program (Resource Specialist Program and Special Day Class-RSP/SDC), Student Study Team (SST) and a Title I reading program. Our caring staff and parent community work to consistently provide a challenging and safe learning environment for our children. We envision a school community where all children feel valued, safe and able to reach their potential.

PART ONE: SAFETY PLAN
PLANNING COMMITTEE

NAME	TITLE
Deedra Devine	Administrator
Heidi Burns	Certificated
Linda Osterling	Certificated
Danielle Herrick	Parent
Stacey Banner	Parent
Kelsey Holmes	Parent

The School Site Council and its Safety Committee is committed to continually monitoring and updating the Buckeye Elementary School Safety Plan to conform to current federal, state and local regulations. The Committee is committed to ensuring that the Plan adequately meets the requirements necessary for each student to function in a safe and healthy environment. The Safety Committee and the School Site Council's planning and oversight functions are ongoing through the year.

In coordination with the School Principal, one or more representatives of the School Site Council will maintain a liaison position that continuously monitors all safety concerns that arise between annual written revisions of the Safety Plan. Through this process, items of concern will be brought to the Council and addressed by the School Principal as soon as possible as prescribed in this Plan.

Further monitoring of the School Safety Plan is prescribed within the Plan under the "evaluation" section of the each objective. A survey is sent to all Buckeye families each spring. Staff meetings, family and staff bulletins, and the Parent-Teacher Club regularly devote discussion time to safe school issues as facilitated by the School Principal.

The 2017-2018 Buckeye School Safety Plan will be in effect as soon as it is approved by the Buckeye Unified School District, and overrides the Safety Plan previously submitted by Buckeye Elementary School in November 2017.

PART ONE: SAFETY PLAN
SCHOOL VISION

Buckeye School will continue to be a community of lifelong learners, where responsibility, respect and resiliency are modeled and practiced by each day by adults and children in a safe and orderly environment. Students, staff, families and our community will work and problem solve together. Students and staff will feel valued and have many opportunities to be the best they can be as they contribute and learn at Buckeye School.

PART ONE: SAFETY PLAN
SCHOOL SAFETY ASSESSMENT

Identify statistical data, source(s), and other documentation used to establish your school's safety needs. Identify who assessed safety needs at your school and how the assessment supports priorities and expected outcomes you have identified.

Statistical Data:

- California Safe Schools Assessment School Crime Reporting Summary-Buckeye Union Elementary
- California Safe Schools Assessment Summary of Persons Involved in School Crime
- California Safe Schools Assessment School Crime Reporting Forms for Buckeye School
- School Suspension Log

Surveys:

- Buckeye Elementary School Family Survey-sent to all Buckeye School families
- School Insurance Authority (SIA) Safety Inspection Checklist-Head custodian and Principal

Detail:
To foster the safest and most positive learning environment possible through training and modeling desired behavior for students; by providing and implementing clear expectations, rules and procedures; by offering many opportunities for practice and feedback; and by monitoring and ensuring that the entire Buckeye School campus is prepared, secure and clean.

PART ONE: SAFETY PLAN
AREAS OF PRIDE/DESIRED CHANGE

Describe your school's safety needs and prioritized areas for desired change.

PRIDE:

Overall, the students at Buckeye School have constructive behavior that makes the staff, parents and students proud. Due to the students' generally good behavior and the implementation of school wide expectations, the incidence of major disciplinary efforts, such as school suspensions, are relatively low. The Safety Committee intends to continually lower this incidence rate by further determining and addressing the sources of student conflict. The staff will continue to work to improve all the students' abilities to effectively and more independently resolve daily problems and conflicts at school without regularly relying upon the intervention of adults. We are proud of the school's conflict manager program, Positive Action With Students (P.A.W.S.) that is implemented through our counseling program.

DESIRED CHANGE:

To assist students in improving problem solving skills, self-esteem and resiliency by modeling and requiring respectful, positive interactions, at recesses and in the classroom.

PRIDE:

Buckeye is a 50 plus year-old facility that is used not only during the school day, but is used by the students, their families and the community after school, on weekends and throughout the summer. Overall, the safety, security and cleanliness of the school campus and classrooms need to be continually assessed, improved and updated.

DESIRED CHANGE:

To keep indoor and outdoor facilities well maintained, secure, and prepared for emergencies; and to ensure that students' drop-off to, and pick-up from campus is safe.

PRIDE:

The students, staff and parents of Buckeye Elementary School have a strong sense of school spirit and cohesion, to which students feel that they can contribute. The school has a very active Parent Teacher Club (P.T.C.) that sponsors many school-wide activities to encourage school cohesion and pride. The staff nurtures and builds students' self-confidence through school-wide recognition, including monthly spirit assemblies, Caught Ya's and tags.

DESIRED CHANGE:

To foster a Buckeye School spirit of community, pride, respect and cohesion, to which students feel they can contribute.

PRIDE:

Overall, Buckeye School staff and parents are proud of the manner in which our students, who come from a variety of backgrounds, interact with one another. We still have few minority students but our numbers will likely grow in the future as California continues to become more culturally diverse. Buckeye Elementary School facilitates the El Dorado County Office of Education's full inclusion program for students with special needs within Buckeye Union School District. Because of this diversity, all students are exposed to children with unique learning styles, and the school continues to work to create an accepting and emotionally nurturing environment for learning.

DESIRED CHANGE:

PART ONE: SAFETY PLAN
GOALS AND OBJECTIVES
COMPONENT ONE: PERSONAL CHARACTERISTICS OF STUDENTS AND STAFF

GOAL #1	To assist students in improving problem solving skills, self esteem, and resiliency by modeling and requiring respectful, positive interactions at recesses and in the classroom
OBJECTIVE #1	Student conflict resolution strategies will continue to be instructed and modeled in the classroom and consistent consequences will be provided.
RELATED ACTIVITIES	● School Counselor will discuss, upon request, classroom issues related to self-esteem and conflict resolution. ● School Counselor will continue to conduct student group counseling sessions (i.e., anger management, friendship, etc.) throughout the year. ● School wide, staff will have consistent behavior expectations as outlined in Buckeye's behavior expectation matrix. ● Teachers will have consistent classroom management strategies that are routinely enforced, and parents will be kept informed of student behavior. ● Teachers will continue to promote student resiliency by providing many opportunities for all students to practice conflict resolution strategies. ● Parent volunteers will be trained to implement classroom management strategies to support their work in the classroom with students. ● Buckeye Bucks and Caught Ya's will be awarded to students for good behavior in the classroom. ● Tutorial staff will have consistent classroom management strategies that are routinely enforced, and parents will be kept informed of student behavior. ● Counselor, Principal and teachers will meet with parents to work out individual goals and study plans in SST meetings. ● Mindfulness will be taught to all grade levels during monthly assemblies, through counseling groups and during conflict management trainings. These lessons will include subjects such as:

	mindful awareness of how we treat others, listening, perspective taking, positive attitudes, etc. ● Students participating in the school's conflict management program (PAWS) are encouraged to notice positive behavior on the playground. They are able to share who/what they have noticed during periodic PAWS meetings. The students being recognized (noticed) will receive a "Caught Ya" from the school counselor.

RESOURCES NEEDED	● Buckeye Bucks, Caught Ya's and items for students to "purchase" at the student store
PERSONS RESPONSIBLE	● Principal ● School Counselor ● Teachers ● Recess and lunch supervisors ● Parent volunteers ● Safety Committee and School Site Council
EVALUATION	● School Principal, Safety Committee and School Site Council will annually conduct a review of safety plans and procedures. ● Safety Committee and School Principal will evaluate sources of student conflict, with input from teachers, Counselor and Family Surveys.
TIMELINE	November 2017- November 2018
BUDGET	● @ $1700 per year ● PTC funds items for "purchase" at the Student Store

COMPONENT ONE: PERSONAL CHARACTERISTICS OF STUDENTS AND STAFF-CONTINUED

GOAL #1 OBJECTIVE #2	The recess and lunch supervisors will be trained to, and will model and implement consistent conflict resolutions strategies, provide clear consequences for disruptive student behavior, and keep teachers informed of incidents.
RELATED ACTIVITIES	● School Counselor will train eligible 3rd, 4th, and 5th grade students to become certified "Positive Action with Solutions" volunteers to assist at recesses to reduce student conflict. ● School Principal will train the recess, cafeteria, and yard duty staff to intervene effectively when student conflicts arise. ● Yard Duty staff will be involved with all staff in discipline planning. ● Yard Supervisors, Cafeteria and Custodial Staff will award Buckeye Bucks or Caught Ya's for good lunchtime behavior. ● The conflict management strategies used by recess and lunch supervisors will be reviewed and revised by the school Principal as necessary to reduce the number of conflicts and to improve the consistency of consequences. Issues such as ideal student to supervisor ratios will also be determined. ● Recess and lunch supervisors will utilize Behavior Communication Reports, School Counselor or Principal as needed to respond to teasing, bullying and other disruptive student behavior. ● Recess and lunch supervisors will wear safety vests so students and staff can easily see them. ● Recess activities and equipment available to students will be evaluated by the School Principal, School Site Council, PTC and Head custodian, and a plan to purchase additional equipment will be developed as necessary to ensure that students are engaged in productive and safe activities during recess.

RESOURCES NEEDED	● Buckeye Bucks and items for students to “purchase” at student store. ● Equipment and items needed to improve safety of recess activities to be determined.
PERSONS RESPONSIBLE	● School Principal ● School Counselor ● Recess and Lunch Supervisors ● Head Custodian ● Teachers ● Parent Teacher Club
EVALUATION	● Buckeye School Family Survey ● Safety Committee will survey recess, Lunch Supervisors, School Principal, Counselor and teachers for input.
TIMELINE	● November 2017- November 2018 Family Survey conducted in the spring; with results shared with staff and Safety Committee ● Parent volunteers will be recruited and trained in an ongoing manner.
BUDGET	$1700 per year funded by PTC for Student Store “purchases”

PART ONE: SAFETY PLAN
COMPONENT TWO: SCHOOL'S PHYSICAL ENVIRONMENT

GOAL #1	To keep indoor and outdoor facilities well maintained, secure and prepared for emergencies; and to ensure that students' drop-off to and pick-up from campus is safe.
OBJECTIVE #1	To operate effective emergency procedures on campus for fire and earthquake (evacuation) and lock-down (shelter-in-place) emergencies.
RELATED ACTIVITIES	● The school will use an all-call and siren for lock-down emergencies. ● Current emergency procedures, including an Emergency Preparedness Plan will be reviewed and revised by the School Principal and Safety Committee to ensure efficient and effective implementation. ● The School Principal will provide instruction about safety drill procedures to teachers, substitute teachers and students to ensure that each person knows who does what under each type of emergency situation. ● Regular fire/earthquake (evacuation) drills will be held monthly, lock-down (shelter-in-place) drills will be held once per trimester. ● Staff will be advised and discuss safety drills during staff meetings once per trimester. ● Safety Committee will review Drop Off and Pick Up procedures and address findings from Safety Drills during Safety Committee and School Advisory Committee meetings annually. ● First aid kits will be purchased and stored in each classroom.
PERSONS RESPONSIBLE	● School Principal ● Head Custodian ● District Maintenance Technician ● Teachers ● Safety Committee
EVALUATION	● Safety Committee and School Principal will review data from monthly safety drill procedures each trimester.

	● School Principal will annually review Drop Off and Pick Up procedures utilizing parent input.
TIMELINE	● Temporary solutions to improve safety drills will be implemented within thirty days of identification of specific problems. ● Permanent solutions to improve policies, procedures and alarm systems for emergency situations will be determined annually.
BUDGET	● Amount of funding necessary to accomplish activities for objectives to be determined by Safety Committee and Site Council. ● Source of funding to be determined by Safety Committee and School Site Council

COMPONENT TWO: SCHOOL'S PHYSICAL ENVIRONMENT
CONTINUED

GOAL #1 OBJECTIVE #2	To improve the security of the school campus at all times.
RELATED ACTIVITIES	● All door locks and gates will continue to be monitored and repaired as needed. ● All staff will be educated to assist in enforcing the school's visitor identification policy. ● The County Automated Notification system and/or Connect Ed will be implemented to notify parents in case of emergency. ● Parents will be reminded of visitor identification policy in the school bulletin.
RESOURCES NEEDED	● County Automated Notification system ● Connect Ed System ● Five walkie-talkies for yard duty and office staff
PERSONS RESPONSIBLE	● District Maintenance Technician ● Head Custodian ● Principal ● Office Staff
EVALUATION	● School Site Council members, School Principal, Head Custodian and Counselor will review and revise emergency procedures. ● Staff and School Principal will review safety logs (visitor identification and emergency procedure drills) throughout the year at staff and School Site Council meetings. ● Principal and School Site Council will evaluate data on County Automated Notification System and/or Connect Ed if emergency occurs. ● Log will be maintained by Head Custodian regarding complaints and difficulties with door locks. Principal and Safety Committee will review this log. ● School Principal will conduct monthly School Insurance Authority (SIA)

	Safety Inspection Checklist in coordination with Head Custodian.
TIMELINE	• Temporary solutions to improve campus and classroom security will be implemented within thirty days of identification of specific problems. • Permanent solutions to improve policies and procedures for campus and classroom security will be implemented as needed.
BUDGET	• Amount of funding necessary to accomplish activities for objective to be determined by Safety Committee and School Site Council • Source of funding to be determined by Safety Committee and School Site Council.

COMPONENT TWO: SCHOOL'S PHYSICAL ENVIRONMENT
CONTINUED

GOAL #1 OBJECTIVE #3	To address transportation and parking lot issues to ensure that students' drop-off to and pick-up from campus is safe.
RELATED ACTIVITIES	● Temporary solutions to improve safety of student drop-off and pick-up will be investigated and implemented by School Principal, in coordination with the Safety Committee, as soon as possible, and no later than thirty (30) days from the date this Plan is approved by the District. ● Permanent solutions to improve safety of student drop-off and pick-up will be investigated and implemented by School Principal, in coordination with Site Council. Permanent solutions currently being investigated include: staffing revisions to ensure traffic and pedestrian traffic are separate. ● Development of additional signage in parking lots to inform parents of pick-up and drop-off rules and regulations. ● Policies and procedures regarding student drop-off and pick-up will be disseminated to parents via flyer, in the school bulletin, on the school website and in the student/parent handbook. ● To reduce number of parents who leave children in vehicles unattended, notices will be posted and information about dangers will be disseminated in school bulletin. ● Current policies and procedures regarding student drop-off and pick-up will be enforced (for example, parents are to escort children onto campus and not allow children to cross parking lot unattended.)
RESOURCES NEEDED	● Signage for cars, student, parents to follow for safe drop-off/pick-up ● Striping or signage to indicate bus/vehicle entrance lanes ● Sidewalk striping to indicate lines in front of Kindergarten exit gate ● Additional resources needs for temporary and permanent solutions to be determined.

PERSONS RESPONSIBLE	• School Principal • Teachers, staff crosswalk volunteers • Parents • Safety Committee/School Site Council • Head Custodian
EVALUATION	• School Principal and Safety Committee using input from staff and parents will evaluate ingress and egress procedures annually.
TIMELINE	• Temporary solutions to improve safety of student drop-off and pick-up will be implemented as soon as possible and no longer than sixty days. • Permanent solutions to improve safety of student drop-off and pick-up will be implemented as soon as possible.
BUDGET	• Amount of funding necessary to accomplish activities for objective to be determined by Safety Committee and School Site Council. • Source of funding to be determined by Safety committee and School Site Council.

COMPONENT TWO: SCHOOL'S PHYSICAL ENVIRONMENT
CONTINUED

GOAL #1 OBJECTIVE #4	To ensure that bathrooms are clean, safe and secure.
RELATED ACTIVITIES	● Bathroom inspection checklist will be used to maintain clean, orderly and appropriately stocked bathrooms. ● Custodian will inspect bathrooms four times per day. ● Consequences will be developed to encourage students to maintain clean and orderly bathrooms. ● Recess and lunch supervisors will conduct inspections of bathrooms during recesses and at lunch. ● At dismissal, parent pickup locations will be clearly marked to promote student safety during instructional time. ● Parent feedback will be incorporated with findings from routine inspections.
RESOURCES NEEDED	● Bathroom inspection checklist ● Sufficient bathroom supplies (soap, paper, etc.) ● Incentives (i.e. Buckeye Bucks) for bathroom cleanliness
PERSONS RESPONSIBLE	● School Principal ● Custodian ● Recess and lunch supervisors ● Parent volunteers
EVALUATION	● Bathroom inspection checklist will be reviewed by custodian and School Principal ● Family survey
TIMELINE	● November 2017- November 2018
BUDGET	● Amount of funding necessary to accomplish activities for objective to be determined.

COMPONENT TWO: SCHOOL'S PHYSICAL ENVIRONMENT CONTINUED

GOAL #1 OBJECTIVE #5	To ensure that recess activities, playground equipment, fields and asphalt surfaces are safe
RELATED ACTIVITIES	• Recess playground equipment, fields and asphalt running surfaces will be continuously evaluated by Safety Committee, School Site Council, Principal and staff and a plan to make improvements or purchase additional equipment will be developed as necessary to ensure that students are engaged in productive and safe activities during recess.
RESOURCES NEEDED	• Items necessary to improve safety of recess and lunch activities to be determined.
PERSONS RESPONSIBLE	• School Principal • Recess and Lunch Supervisors • Head Custodian • Teachers • Safety Committee
EVALUATION	• Buckeye School Family Survey • Recess and Lunch Supervisors, School Principal, Custodian, and teachers will be surveyed for input.
TIMELINE	• November 2017- November 2018 • Family Survey will be conducted in spring.
BUDGET	• Amount of funding necessary to accomplish activities for object to be determined by School Site Council and P.T.C. • Source of funding to be determined by School Site Council and P.T.C.

PART ONE: SAFETY PLAN
GOALS AND OBJECTIVES
COMPONENT THREE: SCHOOL'S SOCIAL ENVIRONMENT

GOAL #1	To foster a Buckeye School spirit of community, pride, respect and cohesion, to which each student feels they can contribute.
OBJECTIVE #1	To expand activities that inspire student's to work hard, contribute to their school, and become increasingly responsible, independent and resilient.
RELATED ACTIVITIES	• To continue school-wide recognition of student's hard work through assemblies, newsletters, Buckeye Bucks, Caught Ya's, etc. • To continue to expand extra-curricular activities (such as cross country, variety show, spelling bee, geography bee, Oral Interpretation, Odyssey of the Mind, GATE, etc.) to foster school cohesion, student responsibility, and student role models. • To continue to expand school-wide activities that get the students, staff and families together to foster a strong sense of school identify and cohesion (such as Bobcat Bash, Jog A Thon, Ice Cream Social, etc.) • To continue to expand opportunities for students and families to support Buckeye School through a variety of fundraising and volunteer opportunities (i.e. can drive, eScrip, Box Tops for Education, school beautification projects, etc.).
RESOURCES NEEDED	• Resources needed to be determined by P.T.C. and School Site Council
PERSONS RESPONSIBLE	• School principal • Teachers • P.T.C.
EVALUATION	• Family survey
TIMELINE	• November 2017- November 2018

BUDGET	• Amount and source(s) of funding to be determined by P.T.C. and School Site Council

PART ONE: SAFETY PLAN
GOALS AND OBJECTIVES
COMPONENT FOUR: SCHOOL'S CULTURAL ENVIRONMENT

GOAL #1	To increase awareness of and appreciation for diversity among students and staff.
OBJECTIVE #1	To increase appreciation for and awareness of diversity among buckeye's students, staff and community
RELATED ACTIVITIES	● To increase the number of school-wide assemblies that expose children to cultural diversity. ● Full Inclusion students will continue to be scheduled into regular classrooms, K-5, each day. ● Curriculum will continue to expose students to a wide variety of cultures. ● School Library will continue to expand its material that encourages students to explore a variety of cultures. ● Buckeye School will continue to be involved in activities that support people in need in our community from different socioeconomic backgrounds (i.e., CASA Program, Kids CAN, etc.)
RESOURCES NEEDED	● School Site Council and P.T.C. resources
PERSONS RESPONSIBLE	● Teachers ● Principal ● P.T.C. ● School Site Council
EVALUATION	● Family Survey to be conducted in spring ● Teachers will observe and provide feedback regarding students' interactions with other students from different backgrounds and culture, including full inclusion students.
TIMELINE	● Activities for objective to be implemented throughout the 2017-18 school year.
BUDGET	● Amount and source(s) of funding to be determined.

PART ONE: SAFETY PLAN
ALIGNMENT OF GOALS AND VISION

How are your goals and objectives aligned with your school's vision? What will your school look like after this project is underway?

The Buckeye School Safety Plan's goals and objectives are intended to create an environment that guides students toward the Buckeye School Vision and the Buckeye School Mission. The emphasis of the School's Vision and Mission Statements on respect, cooperation, encouragement, responsibility and resiliency are embedded throughout the goals and objects of the School Safety Plan. As the Safety Plan is continually implemented, staff, students, families and the community will work together to create, maintain and celebrate a safer and more secure school environment as a catalyst for lifelong learning.

PART ONE: SAFETY PLAN EVALUATION

Describe how the accomplishments of each objective will be measured and who is responsible for the mandatory evaluation summary. Describe how you will determine your level of success.

Component	Objective	Evaluation	Persons Responsible
1	1	• Log # of times counselor is in classroom • Attendance sheets for counselor support group sessions • Log number of conflicts/office referrals of students • Attendance sheets at parent volunteer training sessions • Log SST meetings • Log number of school suspensions • Findings from Family Survey	• Counselor • Principal • Teachers • School Site Council
1	2	• Observe and log student conflict resolution teams at recess • Log of number of P.A.W.S. trained • Observation/evaluation of recess and lunch supervisors conflict management strategies • Findings from Family Survey	• Principal • Counselor • Recess supervisors • School Site Council
2	1	• Review and revision of school wide emergency policies and procedures • Log number and feedback from practice drills • First aid kits are stored in each class	• Principal • Teachers • School Site Council • Head custodian • Office staff
2	2	• Evaluation of door locks will be conducted by head custodian • Staff will provide feedback regarding visitor identification policy	• Principal • Staff • Parents • Head custodian
2	3	• Temporary solutions implemented by School Principal to improve safety of student drop-off and pick-up will be evaluated within 60 days. • Permanent solutions implemented by School Principal to improve safety of student drop-off and pick-up will be continuously evaluated	• Principal • School Site Council
2	4	• Bathroom inspection checklist will be developed • Findings from Family Survey	• Custodian • Recess supervisors • Principal

2	5	● Findings from Family Survey ● Evaluation by Safety Committee regarding recess safety and security	● Principal ● Recess supervisors ● Safety Committee ● Teachers
3	1	● Student recognition in school bulletin/school assemblies ● Log student attendance in extra-curricular activities (spelling bee, GATE, cross country, etc.) ● Log number of school-wide activities (Bobcat Bash, Ice Cream Social, etc.) ● Log fundraising totals through PTC	● Principal ● Office staff ● Teachers ● Coaches ● PTC Board
4	`1	● Log number of and content of school-wide assemblies ● Summary of classroom programs related to cultural diversity noted in School Bulletin ● Log of full inclusion students' regular classroom integration activities	● Principal ● Staff

PART ONE: SAFETY PLAN
BUDGET

Correlate the budget with activities, goals and objectives.

COMPONENT	ITEM	SOURCE	AMOUNT (estimates only)
1-1	Buckeye Bucks/items for "School Store"	• P.T.C.	• $1700
1-2	Buckeye Bucks/items for "School Store"	• P.T.C.	• $1700
1-2	Equipment needed to improve recess activities to be determined	• P.T.C. • School Site Council	• TBD
2-1	Reliable alarm systems Classroom First Aid Kits	• Instructional Funds	• TBD • $300
2-2	County Automated Notification System & District Connect Ed System	• NA	• NA
2-2	Walkie-talkies, cell phone, door locks, etc. as determined	• Operations Funds	• $800
2-3	Vests for teacher crosswalk volunteers, etc. as determined	• Operations Funds	• TBD • $500
2-4	Bathroom inspections, as determined.	• Maintenance Funds	• $300-500
2-5	Recess activities, playground equipment, re-surfacing of track, etc., as determined	• Instructional Funds	• TBD
3-1	Student assemblies, Buckeye Bucks, School Bulletin, etc.	• P.T.C.	• $2500
3-1	Extra curricular activities (i.e. Cross Country, Spelling Bee, GATE, etc.)	• District stipend	• $1200
3-1	School-wide recreational activities (Fall Family Fun Night, Ice Cream Social, etc.)	• P.T.C.	• TBD
4-1	Student assemblies for cultural enrichment	• P.T.C.	• $800
4-1	Cultural additions to school library	• Block grant	• $1000

TBD = to be determined as P.T.C. funds allow, or as determined by School Site Council

BUCKEYE UNION SCHOOL DISTRICT
SAFE SCHOOL PLAN

September 2017 - September 2018

SITE: Camerado Springs Middle School

ADMINISTRATORS: Principal, Douglas Shupe
Assistant Principal, Levi Cambridge

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SCHOOL SYNOPSIS

Camerado Springs Middle School is a school that is a safe and positive place to be, a place where students and staff are proud to belong. It is a place where students and teachers are respected and valued, where teachers and staff work as a team to support our students and each other.

Camerado Springs is a 6-8 middle school located in Cameron Park, CA. The current enrollment of Camerado Springs Middle School is approximately 715 students. Camerado Springs Middle School opened in September 1976 as the first middle school in the Buckeye Union School District. The campus had a full modernization of the facilities in 2007-2008, improving classroom facilities, technology upgrades, and improving the grounds to make it ADA compliant. The academic program is focused on strong core academics based on California state standards. Camerado Springs is committed to providing students with a solid academic background in a safe and supportive environment. Student progress is monitored through various sets of data such as standards based assessments in the classroom, trimester assessments and state assessments. In addition to academics, students participate in an active exploratory program and have access to a variety of extra-curricular activities that include clubs, after school events, and sports.

Student safety is made a priority with regular drills and safety practices. These are coordinated with local emergency responders to ensure their effectiveness. The emotional safety of students is also a priority and is addressed in a number of ways. There is no tolerance for bullying, teasing or the like. Students work to create an environment that is positive and safe. They play an active role in speaking against bullying and teasing in positive ways. Teachers also reach out to students to build relationships that create connectedness to the school while our counselor assists individual students who struggle both academically and emotionally.

Our vision for Camerado Springs Middle School is to create a center for a community of lifelong learners where cooperation, compassion, and celebration of diversity is encouraged. The Camerado Springs community, which includes students, staff, families, and community members, truly believes that every child can be a “Super Hero”. We work together in a collaborative manner to provide an education that will nurture and build the academic strengths of each child. Our dedicated and innovative teaching staff shares in leadership responsibilities, knowing that solid research based planning is the key to a quality academic program.

Camerado Springs strives to be a school where all students are welcome, safe, respected and challenged to achieve.

PART ONE: SAFETY PLAN
PLANNING COMMITTEE

NAME	TITLE
Douglas Shupe (Principal) and Levi Cambridge (Assistant Principal)	Administrator
Wendy Loucks and Nick Morton	Certificated
Sherri Swetkovich, Lynda Moore, Eve Hill	Parents

Detail: Identify the role or contribution of committee members to the development of the plan. Describe how law enforcement, the community, parents and students are involved.

The school principal, assistant principal, members of the certificated staff, and Parents were involved in the creation of the plan. During School Site Council meetings, parents reviewed previous safety plans and provided input into this current plan. The school principal managed the project and acted as final editor.

In designing our Safe School Plan, we reviewed data from the 2016-17 Parent and Student Surveys to identify those areas we excel and those areas that require change. In addition, we reviewed school discipline records and student academic records.

PART ONE: SAFETY PLAN
SCHOOL VISION

Detail: State your school's vision and describe its development, who was involved and how it addresses the goal of school safety.

"Camerado Springs Middle School is a school…"

- That is a safe and positive place to be – a place where students and staff are proud to belong
- Where students and teachers are respected and valued
- Where teachers and staff work as a team to support our students and each other
- With a challenging curriculum and high expectations based on student needs
- That provides many opportunities to expand learning
- Where students have a desire and love of learning

Staff members, through a collaborative group process, developed this vision. The focus was on the student as a whole and their complete experience at Camerado Springs. It was recognized that academic success is not only about pedagogy and curriculum, but also a sense of security, respect and belonging.

PART ONE: SAFETY PLAN
SCHOOL SAFETY ASSESSMENT

Identify statistical data, source(s), and other documentation used to establish your school's safety needs. Identify who assessed safety needs at your school and how the assessment supports priorities and expected outcomes you have identified.

SURVEYS:

- School Advisory Committee: Parent Survey
- Healthy Kids Survey (every other year)
- Student Surveys
- Staff Surveys

DISCIPLINE:

- Number of common infractions
- Suspension/Expulsion records

ACADEMIC ACHIEVEMENT

- Report Cards
- Assessment & MAP Assessment results
- Number of failing grades
- Promotion rate
- Remediation Program data (MobyMax)
- SBA & CST results
- Accelerated Reader data

PART ONE: SAFETY PLAN
AREAS OF PRIDE/DESIRED CHANGE

Describe your school's safety needs and prioritized areas for desired change.

We are happy to report that more than 94% of the parents surveyed at the end of the 2016/2017 school year answered positively to the statement, "My student feels safe and secure at school." 83% of parents surveyed stated that they felt the school is free of racial, cultural, or religious bias. Ultimately, our goal is to bring that number to 100%. The PBIS (Positive Behavior Intervention Supports) is one of the ways we plan to improve our campus.

Our priority is to increase these numbers by providing opportunities for positive interaction between students and positive interactions with staff members. Students will increase connectedness to the community by helping those in need through our Leadership class, and the "Point Break" Program.

Healthier living is another priority we have for the general welfare of our students. Camerado plans to address this need through its Life Fitness classes, our annual jog-a-thon, school sports, lunch time activities, and after school clubs throughout the 2017-2018 school year.

Another area we are proud of involves our safety procedures at Camerado Springs. In the 2011-2012 school year Camerado Springs introduced new safety forms and procedures. These forms were developed in the 2010-2011 school year by a district committee and input was given by local law enforcement agencies at various stages of development. The staff and students were trained on the forms and procedures throughout the 2011-2012 school year, and we will continue to look at ways to improve upon safety procedures throughout the 2017 – 2018 school year.

PART ONE: SAFETY PLAN
GOALS AND OBJECTS
COMPONENT ONE: PERSONAL CHARACTERISTICS OF STUDENTS AND STAFF

GOAL #1	To continue to foster a safe, positive learning environment by maintaining connectedness between students and staff and working to help others in the community. To create a cultural change in school where students are encouraged to display acts of kindness and compassion to fellow students and the community.
OBJECTIVE #1	To have a reduction in the number of suspensions/expulsions from the 16/17 school year, by continuing the implementation of PBIS, individual student meetings, and to continue having all staff use "Love and Logic" techniques, strategies, and philosophy.
RELATED ACTIVITIES	▪ Regular meetings then are scheduled for students to monitor behavior, current grades, and to offer support for those students. ▪ Rewards are earned for improvements in the areas of behavior, attendance, and academics. ▪ Regular "Love and Logic" Staff Development ▪ Include Yard Duty in Love and Logic Training
RESOURCES NEEDED	• Discipline Data (30 suspensions and 0 expulsions in the 16-17 school year) • PBIS materials (school supplies and data reports) • Positive incentives for those who show improvements in the areas of behavior, attendance, or academics • Radios for Yard Supervisors
PERSONS RESPONSIBLE	• Principal (Doug Shupe) • Assistant Principal (Levi Cambridge) • Counselor (Christine Falconer)
TIMELINE	• October 2017 - October 2018
EVALUATION	• Number of students involved • Feedback from students who participated • Discipline data • Attendance data • Promotion rate
BUDGET	• $3,000 for trainings and radios

COMPONENT ONE: PERSONAL CHARACTERISITCS OF STUDENTS AND STAFF - CONTINUED

GOAL #1--OBJECTIVE #2	Continue and expand school wide community service projects to help the needy.
RELATED ACTIVITIES	• Canned Food Drive • Coats for Kids • Toys for Tots • Pennies for Patients (Leukemia Society) • Senior Ball" (dance hosted by students for senior citizens in the community)
RESOURCES NEEDED	• Students/teachers to coordinate activities. • Contacts with community service coordinators. • Supplies needed to run activities
PERSONS RESPONSIBLE	• Student Leadership Coordinator • Principal • Assistant Principal • Counselor
TIMELINE	• October 2017 - October 2018
EVALUATION	• Timely completion of projects
BUDGET	• $0 • Materials donated • Student body funds (if needed)

COMPONENT ONE: PERSONAL CHARACTERISTICS OF STUDENTS AND STAFF-CONTINUED

GOAL #1--OBJECTIVE #3	Promote life-long health/fitness and develop a culture where student's physical well-being is valued.
RELATED ACTIVITIES	• Teach life-long fitness skills in Life Fitness classes • Present lessons describing the long-term effects of tobacco, vaping, drug and alcohol use. • Present lessons describing health and hygiene to classes • Hold a school wide jog-a-thon to encourage the importance of exercise and a healthy lifestyle • Positive Prevention Curriculum which complies with the healthy youth act (AB329). • Maintain and Enforce the Updated Student Dress Code • Lunch time activities • Extracurricular clubs • Athletic Teams
RESOURCES NEEDED	• Videos-anti tobacco • Videos-health and hygiene • Sports equipment • Poster paper to advertise the various events
PERSONS RESPONSIBLE	• Counselor • Cafeteria Staff • PE teachers • School Administration • Coaches
TIMELINE	• October 2017 - October 2018
EVALUATION	• Data collected at end of year—number of lessons and students participating • Results of the California Physical Fitness Test • Student Survey responses • Parent Survey responses
BUDGET	• $2,100 for equipment needs, paper needs, and the purchase of new and relevant videos. PPC Substitutes and Curriculum.

PART ONE: SAFETY PLAN
GOALS AND OBJECTIVES
COMPONENT TWO: SCHOOL'S PHYSICAL ENVIRONMENT

GOAL #1	To create a physical environment that is safe, friendly and conducive to learning.
OBJECTIVE #1	Maintain the overall look of the Camerado Springs campus after the 2008 modernization and maintain the final stages of modernization which took place in the summer of 2012 which included a new mobile computer lab. As of 2015 we have added enough mobile computer labs to have students 1 to 1 in ELA and shared carts in Science and math.
RELATED ACTIVITIES	• Continue to use and train staff on using the safety forms and procedures developed in 2010-11 school year by the district safety committee • Replace failing chrome books with new hardware. • Maintain the Emergency Preparedness Kits in each classroom or pod • Climate and Culture Committee meetings once a month • Continue to Implement PBIS as to encourage positive behavior • Update aging mobile computer carts • Campus cleanup activities • Campus beautification projects
RESOURCES NEEDED	• Emergency Procedure Folders • Emergency Preparedness Kits • Paint • Gloves • Garbage bags • Chromebooks
PERSONS RESPONSIBLE	• Principal • Assistant Principal • Head Custodian
EVALUATION	• Staff Surveys • Parent Surveys • Student Surveys
TIMELINE	• October 2017 - October 2018
BUDGET	• $16,650 – materials provided by site

PART ONE: SAFETY PLAN
GOALS AND OBJECTIVES
COMPONENT THREE: SCHOOL'S SOCIAL ENVIRONMENT

GOAL #1—OBJECTIVE #1	Generate greater school spirit and concern for student population
RELATED ACTIVITIES	• Promote greater student participation in all school activities • Continue to have an annual Talent show/Air Jam Lip Sync Contest • Positive Recognition Postcards • Promote Spirit Days throughout the year via the bulletin, announcements, and the school website • New Spirit Wear • Monthly Video News Bulletin • 100 merit rewards events • Mid-Trimester events • 100 merit rewards • 100 merit barbecue • Dances
RESOURCES NEEDED	• T-Shirts • School related memorabilia • Green Screen • External Computer Storage • Video Software • Prizes to reward students who maintain 100 merits throughout a trimester
PERSONS RESPONSIBLE	• Student Leadership Coordinator • Principal • Assistant Principal
EVALUATION	• Recorded number of students at school activities • Archived news bulletin footage. • Student surveys
TIMELINE	• October 2017 - October 2018
BUDGET	• T-shirts – Self supporting • School spirit items, certificates, and prizes - $2,400 (Site, PTO, Student Body) • Food for the 100 merit barbecue $1,600 (Student Body) • $200 for video storage and green screen (Student Body) • $450 Mixing board for sound presentation

PART ONE: SAFETY PLAN GOALS AND OBJECTIVES
COMPONENT FOUR: SCHOOL'S CULTURAL ENVIRONMENT

GOAL #1	Create a culture within the school that values learning, individual responsibility and students acting as part of a larger, diverse community.
OBJECTIVE #1	Increase academic awareness
RELATED ACTIVITIES	• Hold meetings of a school culture and climate committee where areas of success and areas of improvement are discussed • Promote student organization with Binder Reminder (personal planner) Program • Offer Homework Club after school • Continue Peer Tutoring program within the Camerado Springs Campus • Provide after and before School Math Tutorial program • Regular meetings as an intervention targeted to support students who have demonstrated a history of discipline issues • Recognize student achievement at awards assemblies each trimester • Recognize students with good attendance • Recognize students who have met their Accelerated Reader goals each trimester
RESOURCES NEEDED	• Binder Reminders • Rewards for Homework Club attendance • Certificates and ribbons for awards (Trimester and End of the Year Medals/Plaques)
PERSONS RESPONSIBLE	• Counselor (Christine Falconer) • Principal (Doug Shupe) • Assistant Principal (Levi Cambridge) • Staff Tutor
EVALUATION	• Student performance on SBAC, STAR, MAP, Common Core and district assessments • Report cards • Attendance data • Accelerated Reader data
TIMELINE	• October 2017 - October 2018
BUDGET	• Trimester and End of the Year Awards/Recognition - $1,000

COMPONENT FOUR: SCHOOL'S CULTURAL ENVIRONMENT - CONTINUED

GOAL #1—OBJECTIVE #2	To increase the understanding of drug and alcohol abuse and its consequences.
RELATED ACTIVITIES	• Present videos on vaping, drug, and alcohol abuse • Engage in classroom activities with teachers/counselor • Hold one-day drug and alcohol awareness program school-wide (Red Ribbon Day) • Spirit Days with an emphasis on promoting healthy choices regarding drugs, alcohol, and tobacco. • Lunch time activity to help promote healthy choices regarding drugs, alcohol, and tobacco. • Video News Bulletin with an emphasis on promoting healthy choices regarding drugs, alcohol, and tobacco.
RESOURCES NEEDED	• Videos • Lesson plans • Materials for Red Ribbon Day
PERSONS RESPONSIBLE	• Counselor (Christine Falconer) • Assistant Principal (Levi Cambridge)
EVALUATION	• Data collected at the end of the year • Participation of students in anti-drug program • Healthy Kids Survey • Discipline Records
TIMELINE	• Throughout the school year with an emphasis in October 2016 (Red Ribbon Day)
BUDGET	• Videos-$0 (in library and online) • Materials-$500

COMPONENT FOUR: SCHOOL'S CULTURAL ENVIRONMENT – CONTINUED

GOAL #1 - OBJECTIVE # 3	Point Break, which is a program designed to "improve the behaviors, values, and attitudes of our students on our campus and within our community, intervening before acts of hatred and violence occur." The goal is also to have a campus that is safe, welcoming, filled with kindness and compassion, and to create a better learning environment.
RELATED ACTIVITIES	• Students have a kick off assembly that challenges students to change their behavior • Two one day workshops for all 7th and 8th grade students. • Monthly small group follow-up meetings
RESOURCES NEEDED	• Rooms to meet in for training and the MP room for the assembly. • Audio and video equipment for the presentation • Regular meetings that will use supplies for the implementation of Point Break students. • 30 Parent/Community volunteers
PERSONS RESPONSIBLE	• Principal (Doug Shupe) • Assistant Principal (Levi Cambridge) • Counselor (Christine Falconer) • Leadership Teacher (Susanna Fong)
EVALUATION	• Student participation • Student surveys • Staff Surveys • Pre/Post project surveys
TIMELINE	• October 2017 – with follow up through October 2018
BUDGET	• $4500 for the presentation and materials

COMPONENT FOUR: SCHOOL'S CULTURAL ENVIRONMENT - CONTINUED

GOAL #1—OBJECTIVE #4	Offer greater opportunities for students to participate in service activities.
RELATED ACTIVITIES	• Peer tutoring program • Point Break Program Training • Point Break lunch time follow-up training • Student Leadership Class • Hands 4 Hope • Campus Beautification Projects • National Walk to School Day • Native American Talking Circle • T.E.A.C.H. Program • Senior Ball • Volunteer to support after school events, sports, and tournaments
RESOURCES NEEDED	• Shirts for Camerado Springs Leadership members • Support for various service projects
PERSONS RESPONSIBLE	• Principal (Doug Shupe) • Assistant Principal (Levi Cambridge) • Counselor (Christine Falconer) • Student Leadership coordinator (Susanna Fong)
EVALUATION	• Student participation in activities
TIMELINE	• October 2017 - October 2018
BUDGET	• $200

PART ONE: SAFETY PLAN
ALIGNMENT OF GOALS AND VISION

How are your goals and objectives aligned with your school's vision? What will your school look like after this project is underway?

As we move toward students achieving high standards, we work to provide an environment where they feel safe, welcome and connected. Our plan addresses many facets of school life, ensuring not only greater physical safety, but also a greater sense of well being for all students at Camerado Springs Middle School. This plan includes educating students concerning issues of positive self-image, academic excellence and all around school spirit. We will also foster connectedness with the school as well as provide valuable experiences as they help others in the community. In addition to this, we will work to improve the campus for greater physical safety to both the students and the members of the community who use our facilities. In short, students will pursue life-long learning, develop better relationships with each other, make choices for a life of healthy living, and seek to positively impact their community. It is our persistent goal that Camerado Springs Middle School grows to be an even better place for students to achieve their very best.

PART ONE: SAFETY PLAN EVALUATION

Summarize Evaluation…
Describe how the accomplishments of each objective will be measured and who is responsible for the mandatory evaluation summary. Describe how you will determine your level of success.

Component	Objective	Evaluation	Persons Responsible
1	Positive Learning Environment	• Student participation • Student Feedback • Discipline data • Promotion rate	Principal Assistant Principal Counselor
1	Community Service	• Timely completion of projects	Leadership Coordinator Principal Assistant Principal Counselor
1	Health/Fitness	• CA Physical Fitness Results • Student Participation	PE Teachers Coaches Counselor
2	Maintain Modernization	• Staff surveys • Parent surveys • Student surveys	Principal Assistant Principal Head Custodian
3	School Spirit	• Student participation in activities • Student surveys • News Bulletin Completion	Leadership Coordinator Assistant Principal Principal
4	Academic Awareness	• Student performance on assessments • Student report cards • AR Data • SBAC Results	Principal Assistant Principal Counselor
4	Service Activities	• Student participation in activities	Leadership Coordinator Counselor Assistant Principal
4	Drug/alcohol Awareness	• Student survey • Healthy Kids Survey • Participation in anti-drug program • Discipline records	Counselor Assistant Principal
4	Point Break Program	• Student participation • Student surveys • Staff surveys	Counselor Participating Staff Assistant Principal
4	Point Break Follow-up Program	• Student participation • Student & Staff surveys • Service Project Completion • Discipline Record	Counselor Participating Staff

PART ONE: SAFETY PLAN
BUDGET

Summarize budget…
Correlate the budget with activities, goals and objectives.

COMPONENT	ITEM	SOURCE	AMOUNT
1	Positive Learning Env./PBIS	Student Body/Grant	$3,000
1	Community Service	Student Body	$0
1	Promote Health/Fitness	Site Funds	$2,100
2	Maintain Modernization	Site	$16,650
3	School Spirit	Site, PTO, & Student Body	$4,650
4	Awards – Academic recognition	Student Body	$1,000
4	Service Activities - Rewards	Student Body	$200
4	Drug Awareness - Materials	Parent Organization	$500
4	Point Break	Site Funds/PTO/Grant	$4,500
4	Point Break Follow-up	Site Funds/PTO/Gran	See above

PART ONE: SAFETY PLAN

PLANNING COMMITTEE/in conjunction with Oak Meadow's School Advisory Committee

NAME	*TITLE*
Tracy Linyard	Administrator
Bill Frame	Assistant to the Principal
Tracy Stellmacher	Teacher
Amy Amaral	Teacher
Lorilei McCusker	Classified
Mike Meyer	Classified
Zohre Lowry	Parent
Soher Zaatra	Parent

The School Site Council forms the core of the planning committee. The process is facilitated by the Assistant to the Principal, William Frame and Principal Tracy Linyard. The committee consists of classified and certificated staff members, parents, and community members.

In developing the Safe School Plan, we incorporated:

Input from the California Safe Schools Assessment
Parent and community input through Site Council and PTA meetings
El Dorado County Sheriff's Department
El Dorado Hills Fire Department
Staff input through staff meeting focus group discussions
Parent input through the results of the 2016-2017 Parent Survey
Law enforcement and community input through California Highway Patrol and Department of Transportation for support involving student safety and school traffic issues.

PART ONE: SAFETY PLAN

Vision: "In partnership with students, staff, families, and the community, Oak Meadow Elementary School will provide a quality, standards-based curriculum that ensures every child will meet or exceed proficiency within a safe and nurturing environment. At Oak Meadow, we are committed to promoting student success, honoring individual differences, and meeting the needs of each individual with compassion, respect for dignity, and the highest degree of professionalism within a safe and nurturing environment.

Our vision was written by staff and the Oak Meadow School Site Council based on surveys, comments, and concerns of students, parents, community, staff, and law enforcement collected throughout the school year.

We believe our vision addresses our goal of safety because it incorporates our respect and acknowledgement of differences and the need to treat everyone with compassion and respect.

PART ONE: SAFETY PLAN

SCHOOL SAFETY ASSESSMENT

Surveys:

Parent input through the annual parent survey
Healthy Kids Survey (Every Other Year)
Parent and community input through School Site Council and PTA meetings
Staff input through staff meeting discussions
El Dorado County Sheriff's Department and El Dorado Hills Fire Department

Statistics:

California Safe Schools Assessment School Crime Reporting Summary - BUSD
Discipline Records: Bullying, fighting, suspension, expulsion records

Conclusions:

The current data suggests that there is a high level of satisfaction that parents and children feel safe and secure at and around school. With that said, we continue our efforts to educate and enforce safety procedures around school.

PART ONE: SAFETY PLAN

AREAS OF PRIDE/DESIRED CHANGE

Pride: Each year our counselor trains a team of 3rd-5th graders called "T.E.A.M. Raptor". These students work on the playground to help students make friends and find positive activities to participate in during recess. These students also serve as friendship buddies and new student welcome committee members.

5th grade teacher/students conduct monthly meetings/celebrations around their, "Life Skills," program. They meet each week in the "5th Grade Quad," to discuss the Life Skill word of the month.

Seniors from Oakridge High School work as classroom volunteers throughout the year. The seniors serve as positive role models for our students.

We continue to implement the programs that focus on positive behavior. Teachers encourage students to feel good about themselves, take responsibility for their own behavior, and get along with others. It is our desire to create a school-wide positive atmosphere.

We are proud of our priority to keep our facility clean inside and out. With a wonderful head custodian who models respect and pride in the school, our teachers, support staff, and students all step up to do their share in keeping the facility looking "new".

We are also proud of our state of the art bell system that helps ensure that fire drill, *all calls*, and *duck and cover*, and other needs for emergency notification are clear and audible for all.

A teacher works with our school technology aide and custodial staff to coordinate the "Green Team". Together with our custodians, a team of students manages a recycling program for the school.

One of Oak Meadow's Goals for 2017-18 year is to demonstrate school, classroom, and personal pride in being an Oak Meadow student. Our student leadership team promotes school pride through spirit days and other activities. These activities encourage students to become involved in school. Our T.E.A.M. Raptor provides friends for new students and students having trouble "connecting". Our behavior system encourages staff members to deal with behavior issues systematically and consistently. The "Positive Action" program follows the premise of having a universal philosophy and common language for actions designed to unify our school through and across the grade levels. Love and Logic Classes for parents and teachers centered on these principles are taught throughout the year.

We are proud that we encourage parent volunteers. Teachers review expectations and procedures for parents who work in the classroom. Volunteers who work directly with students must be fingerprinted, as well any as person on campus for contractual purposes. At each visit to the school site, parent volunteers are required to sign in at the office, note the location and the duration of their presence, and to obtain and wear a badge that indicates they have checked in at the office. Teachers and all staff members have been provided with identification badges.

We have a parent volunteer who coordinates our "Adopt-A-Class" program. Parents and

community members are given an opportunity to adopt a classroom by making a donation which is used to purchase supplies and support field trips.

Oak Meadow School continues to use a proactive preventative model for school safety issues, and this has been very effective in keeping our incidents of suspensions and expulsions to a minimum. Areas that we will continue to monitor and act on are:

- Vehicle and student traffic safety in the drop off/parking lot areas around the school
- Disaster preparedness and emergency readiness
- Student connectedness
- Student safety throughout the day

PART ONE: SAFETY PLAN

GOALS AND OBJECTIVES

COMPONENT ONE: PERSONAL CHARACTERISTICS OF STUDENTS AND STAFF

COMPONENT ONE - GOAL #1	*Develop well-balanced students intellectually, physically, socially and emotionally.*
OBJECTIVE #1	During the 2017-18 school year, T.E.A.M. Raptors program will continue to be implemented and revised by our school counselor using 3rd-5th grade students with our counselor and classroom teachers as supervisors.
RELATED ACTIVITIES	• Monthly meeting with counselor and teacher coordinator. • Work in teams at recess to lead organized games and provide board games and other activities for fellow students.
RESOURCES NEEDED	• Counselor time • Non-instructional materials for T.E.A.M. Raptor activities (board games, T-shirts, incentives)
PERSONS RESPONSIBLE	• Administrators • Counselor
EVALUATION	• Implementation of T.E.A.M. Raptors
TIMELINE	• August 2017- June 2018
BUDGET	• Cost of instructional materials and resources $200.00

COMPONENT ONE: PERSONAL CHARACTERISTICS OF STUDENTS AND STAFF--CONTINUED

COMPONENT ONE - GOAL #1	*Develop well-balanced students intellectually, physically, socially and emotionally.*
OBJECTIVE #2	During the 2017-18 school year, teachers will continue to implement positive action programs such as Love and Logic in their classrooms. All other staff members will continue to use positive reinforcement in dealing with student behavior.
RELATED ACTIVITIES	• Promote positive behavior in parent bulletins and web page. • Positive Reinforcement and incentive certificates from local businesses. • Regular Playground Supervisor meetings to update and check in on student behaviors and safety issues.
RESOURCES NEEDED	• Continued training for staff • Counselor resources (in place)
PERSONS RESPONSIBLE	• Counselor • Administrators • Classroom Teachers • Playground Supervisors
EVALUATION	• Teacher records
TIMELINE	• August 2017 - June 2018
BUDGET	• $600 for materials and supplies

PART ONE: SAFETY PLAN

GOALS AND OBJECTIVES

COMPONENT TWO: SCHOOL'S PHYSICAL ENVIRONMENT

COMPONENT TWO - GOAL #1	*Continue to enhance and implement a positive and safe learning environment throughout the school day.*
OBJECTIVE #1	During the 2017-2018 school year, students and staff will work together to ensure a safe and clean environment.
RELATED ACTIVITIES	• Regular Safety Drills • Student led Green Team • Positive Action Tickets • Team Raptors/PLS • School garden project
RESOURCES NEEDED	• Continued training for staff • Garden supplies and materials
PERSONS RESPONSIBLE	• Principal • School Staff • Head Custodian • Staff/Parent Safety Committee • Playground Supervisors
EVALUATION	• Log of emergency drills held throughout the year. • Staff, student and parent survey results. • Discipline files, reports and logs.
TIMELINE	• August 2017 - June 2018
BUDGET	• $200

PART ONE: SAFETY PLAN

GOALS AND OBJECTIVES

COMPONENT THREE: SCHOOL'S SOCIAL ENVIRONMENT

COMPONENT THREE - GOAL #1	*Teach the importance of interconnectedness and positive behavior*
OBJECTIVE #1	During the 2017-2018 school year, we will continue the T.E.A.M. Raptor program, which includes the "friend finders". Positive Action Tickets will continue to be given for positive behaviors and discipline will be handled in a quick and appropriate manner and applied consistently. Students working together will be supported through our Positive Action Program.
RELATED ACTIVITIES	• Student Leadership Team • Positive recognition of students • Team Raptors, Green Team and PLS
RESOURCES NEEDED	• Positive Action and Love and Logic training materials
PERSONS RESPONSIBLE	• Counselor • Principal • Team Raptor Advisor
EVALUATION	• Log of activities • Student and Parent Survey
TIMELINE	• August 2017 - June 2018
BUDGET	• $0

COMPONENT THREE: SCHOOL'S SOCIAL ENVIRONMENT-CONTINUED

COMPONENT THREE - GOAL #2	*Promote the development of each student as a "whole student," and reinforce procedures when moving about campus. Show respect for each other and the school's learning environment by demonstrating a "4" on a 4 point rubric when walking to and from pullout activities or moving around on campus.*
OBJECTIVE #1	During the 2017-18 school year, parents and students will review the school rules and discipline policies.
RESOURCES NEEDED	• Parent-Student Handbook • Parent bulletins • Classroom newsletters/web pages • Web page
PERSONS RESPONSIBLE	• School Staff • Counselor
EVALUATION	• Parent Newsletters • Student and Parent survey results
TIMELINE	• August 2017 - June 2018
BUDGET	• $0

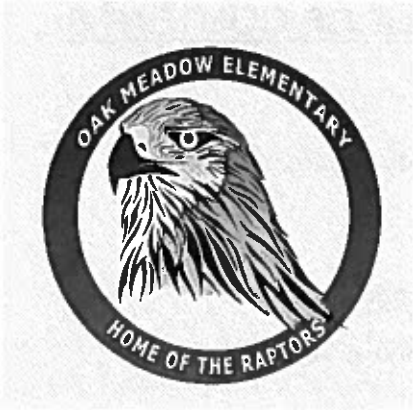
COMPONENT FOUR: SCHOOL'S CULTURAL ENVIRONMENT

PART ONE: SAFETY PLAN, GOALS AND OBJECTIVES

COMPONENT FOUR - GOAL #1	*Increase parent involvement in their children's education.*
OBJECTIVE #1	During the 2017-18 school year, we will encourage teachers to hold parent-training sessions to encourage volunteers and support our volunteers through informational meetings.
RELATED ACTIVITIES	• PTO Meetings • Love and Logic Parenting Class • SSC Meetings • ELAC/DELAC meetings • Parent Conferences • Parent Education Workshops
RESOURCES NEEDED	• Scheduling of time
PERSONS RESPONSIBLE	• School Staff
EVALUATION	• Student Parent Survey results • Notes from Meetings
TIMELINE	• August 2017 - June 2018
BUDGET	• $0

COMPONENT FOUR: SCHOOL'S CULTURAL ENVIRONMENT (continued)

COMPONENT FOUR - GOAL #2	*Increase involvement with community members in education at Oak Meadow.*
OBJECTIVE #1	In the 2017-2018 school year, we will implement programs involving parents and the community.
RELATED ACTIVITIES	• Adopt-A-Class • Meet the Masters • PTO • Garden Projects • Touch of Understanding
RESOURCES NEEDED	• Committee Meetings • Garden Coordinators • Garden Supplies
PERSONS RESPONSIBLE	• Administration • Teachers • Safety Committee • ELAC • SSC
EVALUATION	• Sign-In Sheets • Meeting Minutes
TIMELINE	• August 2017 - June 2018
BUDGET	• Touch of Understanding: $2,500



BUCKEYE UNION SCHOOL DISTRICT

SAFETY PLAN

2017-2018

School Site:

Oak Meadow Elementary

7701 Silva Valley Parkway

El Dorado Hills, CA 95762

Administrators:

Tracy Linyard, Principal

William Frame, Assistant to the Principal

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School Synopsis

Oak Meadow School opened in July 2003 in the Buckeye Union School District with 350 students in seventeen classrooms. As of August 2017, the enrollment was 700 students with twenty-five classrooms. Oak Meadow enjoys an active parent population that supports our students' growth and learning by volunteering hundreds of hours in our classrooms every year.

Oak Meadow's School Site Council is a group that is responsible for the Single Plan for Student Achievement, which includes goals for school safety. Together with the staff and Community, the School Site Council will review and monitor these goals so that we can work together to provide a safe and secure environment for our entire school community.

Our school vision is reviewed by the School Site Council and states*: In partnership with students, staff, families and the community, Oak Meadow Elementary School will provide a quality, standards-based curriculum that ensures every child will meet or exceed proficiency. At Oak Meadow we are committed to promoting student success honoring individual differences and meeting the needs of each individual with compassion, respect for dignity and the highest degree of professionalism within a safe and nurturing environment.*

Results of the past four years' "Healthy Kids" and parent surveys have been used to update our Single Plan for Student Achievement and the School Safety Plan. According to the most recent parent survey, 98% of families indicated that their child feels safe and secure while at school. One area that continues to be addressed is the traffic flow. Some steps to address these concerns include the use of student parking lot supervisors (P.L.S.), and working with the California Highway Patrol, Serrano Community Board, and Department of Transportation. We will continue to work to make changes when necessary and support the plan in place.

Oak Meadow continues to be a leader in our educational community and is committed to providing our students with a safe and nurturing environment to promote life-long learning.

PART ONE: SAFETY PLAN

PLANNING COMMITTEE/in conjunction with Oak Meadow's School Advisory Committee

NAME	*TITLE*
Tracy Linyard	Administrator
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Tracy Stellmacher	Teacher
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PART ONE: SAFETY PLAN

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5th grade teacher/students conduct monthly meetings/celebrations around their, "Life Skills," program. They meet each week in the "5th Grade Quad," to discuss the Life Skill word of the month.

Seniors from Oakridge High School work as classroom volunteers throughout the year. The seniors serve as positive role models for our students.

We continue to implement the programs that focus on positive behavior. Teachers encourage students to feel good about themselves, take responsibility for their own behavior, and get along with others. It is our desire to create a school-wide positive atmosphere.

We are proud of our priority to keep our facility clean inside and out. With a wonderful head custodian who models respect and pride in the school, our teachers, support staff, and students all step up to do their share in keeping the facility looking "new".

We are also proud of our state of the art bell system that helps ensure that fire drill, *all calls*, and *duck and cover*, and other needs for emergency notification are clear and audible for all.

A teacher works with our school technology aide and custodial staff to coordinate the "Green Team". Together with our custodians, a team of students manages a recycling program for the school.

One of Oak Meadow's Goals for 2017-18 year is to demonstrate school, classroom, and personal pride in being an Oak Meadow student. Our student leadership team promotes school pride through spirit days and other activities. These activities encourage students to become involved in school. Our T.E.A.M. Raptor provides friends for new students and students having trouble "connecting". Our behavior system encourages staff members to deal with behavior issues systematically and consistently. The "Positive Action" program follows the premise of having a universal philosophy and common language for actions designed to unify our school through and across the grade levels. Love and Logic Classes for parents and teachers centered on these principles are taught throughout the year.

We are proud that we encourage parent volunteers. Teachers review expectations and procedures for parents who work in the classroom. Volunteers who work directly with students must be fingerprinted, as well any as person on campus for contractual purposes. At each visit to the school site, parent volunteers are required to sign in at the office, note the location and the duration of their presence, and to obtain and wear a badge that indicates they have checked in at the office. Teachers and all staff members have been provided with identification badges.

We have a parent volunteer who coordinates our "Adopt-A-Class" program. Parents and

community members are given an opportunity to adopt a classroom by making a donation which is used to purchase supplies and support field trips.

Oak Meadow School continues to use a proactive preventative model for school safety issues, and this has been very effective in keeping our incidents of suspensions and expulsions to a minimum. Areas that we will continue to monitor and act on are:

- Vehicle and student traffic safety in the drop off/parking lot areas around the school
- Disaster preparedness and emergency readiness
- Student connectedness
- Student safety throughout the day

PART ONE: SAFETY PLAN

GOALS AND OBJECTIVES

COMPONENT ONE: PERSONAL CHARACTERISTICS OF STUDENTS AND STAFF

COMPONENT ONE - GOAL #1	*Develop well-balanced students intellectually, physically, socially and emotionally.*
OBJECTIVE #1	During the 2017-18 school year, T.E.A.M. Raptors program will continue to be implemented and revised by our school counselor using 3rd-5th grade students with our counselor and classroom teachers as supervisors.
RELATED ACTIVITIES	• Monthly meeting with counselor and teacher coordinator. • Work in teams at recess to lead organized games and provide board games and other activities for fellow students.
RESOURCES NEEDED	• Counselor time • Non-instructional materials for T.E.A.M. Raptor activities (board games, T-shirts, incentives)
PERSONS RESPONSIBLE	• Administrators • Counselor
EVALUATION	• Implementation of T.E.A.M. Raptors
TIMELINE	• August 2017- June 2018
BUDGET	• Cost of instructional materials and resources $200.00

COMPONENT ONE: PERSONAL CHARACTERISTICS OF STUDENTS AND STAFF--CONTINUED

COMPONENT ONE - GOAL #1	*Develop well-balanced students intellectually, physically, socially and emotionally.*
OBJECTIVE #2	During the 2017-18 school year, teachers will continue to implement positive action programs such as Love and Logic in their classrooms. All other staff members will continue to use positive reinforcement in dealing with student behavior.
RELATED ACTIVITIES	• Promote positive behavior in parent bulletins and web page. • Positive Reinforcement and incentive certificates from local businesses. • Regular Playground Supervisor meetings to update and check in on student behaviors and safety issues.
RESOURCES NEEDED	• Continued training for staff • Counselor resources (in place)
PERSONS RESPONSIBLE	• Counselor • Administrators • Classroom Teachers • Playground Supervisors
EVALUATION	• Teacher records
TIMELINE	• August 2017 - June 2018
BUDGET	• $600 for materials and supplies

PART ONE: SAFETY PLAN

GOALS AND OBJECTIVES

COMPONENT TWO: SCHOOL'S PHYSICAL ENVIRONMENT

COMPONENT TWO - GOAL #1	*Continue to enhance and implement a positive and safe learning environment throughout the school day.*
OBJECTIVE #1	During the 2017-2018 school year, students and staff will work together to ensure a safe and clean environment.
RELATED ACTIVITIES	• Regular Safety Drills • Student led Green Team • Positive Action Tickets • Team Raptors/PLS • School garden project
RESOURCES NEEDED	• Continued training for staff • Garden supplies and materials
PERSONS RESPONSIBLE	• Principal • School Staff • Head Custodian • Staff/Parent Safety Committee • Playground Supervisors
EVALUATION	• Log of emergency drills held throughout the year. • Staff, student and parent survey results. • Discipline files, reports and logs.
TIMELINE	• August 2017 - June 2018
BUDGET	• $200

PART ONE: SAFETY PLAN

GOALS AND OBJECTIVES

COMPONENT THREE: SCHOOL'S SOCIAL ENVIRONMENT

COMPONENT THREE - GOAL #1	*Teach the importance of interconnectedness and positive behavior*
OBJECTIVE #1	During the 2017-2018 school year, we will continue the T.E.A.M. Raptor program, which includes the "friend finders". Positive Action Tickets will continue to be given for positive behaviors and discipline will be handled in a quick and appropriate manner and applied consistently. Students working together will be supported through our Positive Action Program.
RELATED ACTIVITIES	• Student Leadership Team • Positive recognition of students • Team Raptors, Green Team and PLS
RESOURCES NEEDED	• Positive Action and Love and Logic training materials
PERSONS RESPONSIBLE	• Counselor • Principal • Team Raptor Advisor
EVALUATION	• Log of activities • Student and Parent Survey
TIMELINE	• August 2017 - June 2018
BUDGET	• $0

COMPONENT THREE: SCHOOL'S SOCIAL ENVIRONMENT-CONTINUED

COMPONENT THREE - GOAL #2	*Promote the development of each student as a "whole student," and reinforce procedures when moving about campus. Show respect for each other and the school's learning environment by demonstrating a "4" on a 4 point rubric when walking to and from pullout activities or moving around on campus.*
OBJECTIVE #1	During the 2017-18 school year, parents and students will review the school rules and discipline policies.
RESOURCES NEEDED	• Parent-Student Handbook • Parent bulletins • Classroom newsletters/web pages • Web page
PERSONS RESPONSIBLE	• School Staff • Counselor
EVALUATION	• Parent Newsletters • Student and Parent survey results
TIMELINE	• August 2017 - June 2018
BUDGET	• $0

COMPONENT FOUR: SCHOOL'S CULTURAL ENVIRONMENT

PART ONE: SAFETY PLAN, GOALS AND OBJECTIVES

COMPONENT FOUR - GOAL #1	*Increase parent involvement in their children's education.*
OBJECTIVE #1	During the 2017-18 school year, we will encourage teachers to hold parent-training sessions to encourage volunteers and support our volunteers through informational meetings.
RELATED ACTIVITIES	• PTO Meetings • Love and Logic Parenting Class • SSC Meetings • ELAC/DELAC meetings • Parent Conferences • Parent Education Workshops
RESOURCES NEEDED	• Scheduling of time
PERSONS RESPONSIBLE	• School Staff
EVALUATION	• Student Parent Survey results • Notes from Meetings
TIMELINE	• August 2017 - June 2018
BUDGET	• $0

COMPONENT FOUR: SCHOOL'S CULTURAL ENVIRONMENT (continued)

COMPONENT FOUR - GOAL #2	*Increase involvement with community members in education at Oak Meadow.*
OBJECTIVE #1	In the 2017-2018 school year, we will implement programs involving parents and the community.
RELATED ACTIVITIES	• Adopt-A-Class • Meet the Masters • PTO • Garden Projects • Touch of Understanding
RESOURCES NEEDED	• Committee Meetings • Garden Coordinators • Garden Supplies
PERSONS RESPONSIBLE	• Administration • Teachers • Safety Committee • ELAC • SSC
EVALUATION	• Sign-In Sheets • Meeting Minutes
TIMELINE	• August 2017 - June 2018
BUDGET	• Touch of Understanding: $2,500

BUCKEYE UNION SCHOOL DISTRICT
SAFE SCHOOL PLAN

2017 - 2018

SITE: Rolling Hills

ADMINISTRATOR: Debbie Bowers

SAFETY PLAN - TABLE OF CONTENTS

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SCHOOL SYNOPSIS

Rolling Hills Middle School is a modified traditional calendar middle school consisting of sixth, seventh, and eighth graders located in El Dorado County, twenty miles east of Sacramento in the foothills of the Sierra Nevada Mountains. Even though we live in an expanding community, as seen by our school population growth from 300 to 1022 students in nineteen years (est. in 1998), we remain a semi-rural community of little ethnic diversity. No matter the background of the family, however, our community is caring, connected, and vibrant, with all school partners expecting our children to pursue their highest goals.

At Rolling Hills, we believe in educating the whole child to become a lifelong learner, a person who will make a difference in this world. To support our students' diversity, whether it be economic or ability level, we engage in a number of strong programs. Currently, we have various programs including SDC (Special Day Class), RSP (Resource Specialist Program), EL (English Language), GATE (Gifted and Talented Education), Speech-Language, Connections, and Adaptive Physical Education when necessary.

To support our mission of inclusion of all students, we offer scholarships through our parent club, Friends of Rolling Hills (FRH), and the student body that provide funding for students who cannot afford field trips. One of our community business partners, the Sheriff's department, provides food baskets and toys to families in need during the holiday season. We adopt local families at holiday times, and we have a free or reduced lunch program.

To address diversity in ability and to support our commitment to continuous program improvement, we follow research like Taking Center Stage Act II, we analyze ongoing assessment, and we constantly renew the district's goals for improving student performance. Combined with staff observation, we look at our strengths and weaknesses to determine and support students' needs. We have developed and implemented numerous strategies:

- We support the Common Core State Standards in language arts and math, and Common Core Literacy Standards across the curriculum. We have adopted standards-based textbooks (where available) in those subjects, and we are implementing professional development and coaching toward adopting physical education standards. We are also adopting NGSS and are implementing professional development with the use of a pilot through STEMscopes.
- All levels of student abilities are supported, from remediation to honors students to GATE. For high achievers, we offer Honors

Algebra, Geometry, and Spanish. For remediation, we offer special classes in ELA, math, and reading.

- Our GATE Program supports our students of high ability. Each GATE student has a Differentiated Learning Plan (DLP).
- Our technology class has been actively participating in the PC Pals program working with Intel employees and raising $15,000 towards the improvement of our technology program.
- Intramurals
- After school clubs/tutoring
- Video bulletin (Bengal Weekly News)

Though our survey results show that the majority of students feel safe and free from harassment while on campus, we constantly work to improve in that area. Students work with our Student Council advisor and counselor to promote an environment of acceptance and student inclusion/involvement in efforts to educate the whole child. Members of this team will serve on various committees and represent many students' interests throughout the school year; their activities will include guest speakers, Pride activities, assemblies, counseling services, groups, etc.

Rolling Hills was built in August 1998 with accessibility of facilities to students and others in mind. There are ramps to all classrooms, one large stall in each restroom, and sidewalks to all areas. Our campus is situated on a hillside, so our architects were especially aware of a design that allowed access to all. In our classrooms we have computer counters, sinks, and towel dispensers specially designed for wheelchair access. We have handicapped parking spaces and a special small electric cart that can transport students or others who may need assistance. We also have the wonderful opportunity of housing a county program for severely handicapped students on our campus. Our general education students act as assistants in the classroom, work with them on projects, and eat lunch with them.

We are a state-of-the-art school as far as our facilities' accessibility is concerned, but we still seek improvement. We have renovated our sports field to improve wheelchair accessibility.

Certainly, then, inclusion of all students is one of our highest priorities. We look at all levels of diversity, and we work to identify and support their needs. We are a community of teachers and learners, and there is a spirit of camaraderie. We at Rolling Hills benefit from total community pride in our students, our staff, and our school as we all support the value of graduating children who are lifelong learners and who look to make a difference.

Technological skills valued in the workplace are attended to through our Technology Plan. We have grants, parental support through Friends of Rolling Hills, one-time monies, Measure K funds, an Intel partnership, and Common

Core LCAP Funding, which have provided a laptop, a Promethean board, and a document camera in each classroom. We have 22 mobile carts of Chromebooks so that every ELA classroom has a dedicated cart, and other classrooms share carts in a 2:1 ratio. Some families have opted to join our Chromebook 1:1 initiative by purchasing a CB for school and home use. The Buckeye Education Foundation has funded professional development and wireless access points on our entire campus, completed in 2013.

The Rolling Hills library is the heart of our school, both physically and philosophically. The Rolling Hills library is a fully networked facility. As such, the library's state of the art equipment has Internet access at multiple computer stations for teacher and student use. Wireless internet access was added to the library in 2009.

One of our Exploratory rotations includes the Bengal Weekly News, which is a video bulletin. This bulletin is broadcast in all classrooms once a week, with a longer segment once each month that includes a segment on the Pride activity for that month.

PART ONE: SAFETY PLAN
PLANNING COMMITTEE

NAME	TITLE
Debbie Bowers	Administrator
Jennifer Hansen	Assistant Principal
Melinda Spooner	Assistant Principal
Dee Cutter	Counselor
Amy Pirkl	Certificated
Ruben Ramirez	Classified

Detail: Identify the role or contribution of committee members to the development of the plan. Describe how law enforcement, the community, parents and students are involved.

The administration wrote the plan after analysis of student and parent surveys and input from the staff. The plan was shared with the staff and they were provided with an opportunity for feedback at that meeting. The plan was then reviewed by the School Site Council and we also reviewed school discipline records and student academic records.

PART ONE: SAFETY PLAN
SCHOOL VISION

State your school's vision and describe its development, who was involved, and how it addresses the goal of school safety.

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

The Rolling Hills Vision Statement: TLC: Think, Learn, Collaborate.

The Rolling Hills Theme for 2017-18: The Keys to Success at RHMS--TLC: Think, Learn, Collaborate

Our mission and vision are based on surveys, comments and concerns of staff, students, parents, community, and law enforcement collected throughout the school year. The yearly theme is created by Student Council.

We believe our statements address the goal of school safety because they incorporate elements of community, respect, communication, accountability, learning, and building effective relationships in a safe environment.

PART ONE: SAFETY PLAN
SCHOOL SAFETY ASSESSMENT

Identify statistical data, source(s), and other documentation used to establish your school's safety needs. Identify who assessed safety needs at your school and how the assessment supports priorities and expected outcomes you have identified.

SURVEYS:

- Parent Survey – Site Council
- School Climate Survey (once/year)
- Healthy Kids Survey (every other year)

DISCIPLINE:

- Number of common infractions/incidents
- Intimidation (bullying)
- Suspension/Expulsion records

COUNSELOR RECORDS

- Types of issues addressed
- Caseloads

ACADEMIC ACHIEVEMENT

- Report Cards
- Assessment results
- Number of failing grades

PART ONE: SAFETY PLAN
AREAS OF PRIDE/DESIRED CHANGE

Describe your school's safety needs and prioritized areas for desired change.

Rolling Hills is **proud** of our Big Brother/Big Sister and Oak Ridge Tutoring Programs**.** Rolling Hills is proud of our 23 acre landscaped campus with a full-time groundskeeper. Our classrooms are clean and attractive. We have an intruder alarm system and a regular alarm system. Fire/intruder drills are held monthly, and shelter-in-place drills are practiced as well. Yard duty supervisors are hired to help supervise the lunches. The National Incident Management System (NIMS) model has been in place since the 2000-2001 school year. This plan insures the safety of students and staff during an unforeseen emergency.

Rolling Hills has many excellent interpersonal processes in place. We have a full-time academic counselor and a full-time school psychologist who provide support for students; we also have a district behaviorist. We participate in School Attendance Review Board meetings. To incorporate student involvement, we have various clubs, a team approach in grade-level groupings and scheduling, our Pride activities, intramurals during lunch time, and after-school sports.

Rolling Hills also has a strong, effective Site Council and parent activities, a very active Friends of Rolling Hills parent group, CJSF recognition, merit rewards, departmental and academic recognition, and improvement, effort, and citizenship awards.

Based on our analysis of data and major areas of **desired change,** our priorities for action are:

- Tutoring/intervention (Team, grade, subject, and peer) – focused ELA and math classes
- Social skill development (Student Council, school culture activities, counselor-led lessons in media safety, anti-bullying, etc.)
- Equipping of our Student Council Team with the skills to work with their peers
- Peer support for students and adults
- SEL, mindfulness training, and life-long skills
- Reduction in suspension rates
- Focus on responsible choices in terms of drug awareness and Internet safety through Counselor's lessons, school assemblies, and parent education nights
- Expand community student-mentoring programs
- Staff training in the implementation of various safety practices.
- Expansion of GATE program offerings: exposure for students to new ideas, careers, topics, theories, etc. Bring speakers to campus. Encourage parent involvement and volunteering.

PART ONE: SAFETY PLAN
GOALS AND OBJECTIVES
COMPONENT ONE: PERSONAL CHARACTERISTICS OF STUDENTS AND STAFF

GOAL #1	To foster our safe, positive learning environment by increasing connections between and among students, staff, and community.
OBJECTIVE #1	By May 2018, the following activities will be implemented and/or completed:

RELATED ACTIVITIES	▪ Student Council continues to build connections: ▪ Training workshops for students and staff will be offered ▪ Weekly meetings for students and staff. ▪ Yearly theme posters for classrooms and campus created by Student Council (Keys to Success at RHMS: TLC—Think, Learn, Collaborate. • Welcome luncheons are provided for new students. • Character Education will be implemented to all students during Pride sessions four times throughout the year. • Rallies and other school-wide activities to be held monthly in conjunction with Character Ed (mentioned above) so that we have one activity per month throughout the year. • Bringing Point Break workshop to campus on four days this fall to work with all 7th and 8th grade students. Program is meant to break down barriers between students and to build empathy across the board. • Administer School Culture and Climate survey data that addresses concerns of students and assesses how "connected" they are with the RHMS staff. • Site Council committee to develop new and improved Culture and Climate survey for administration in spring of 2018. • Offer resources for at-risk students to help them meet success and build better relationships with staff members in a comfortable environment (to include Connections class, groups with Counselor and/or Psychologist, clubs, etc.) • Implement Differentiation training for teachers to better work with students and meet their needs. • Attend various conferences such as CUE and subject-specific, and network with other middle schools regarding best practices. • Use District-prepared school comparables and TCSII websites to find similar schools who are successful and visit them to learn what they are doing. • Encourage team-building activities that foster 100% engagement within grade-level teaching teams of students. • Maintain and increase the number of clubs on campus (e.g., Rolling Knitters, Hands for Hope, Guitar, and Computer Coding). • Continue to build CJSF program; continuation of field-trip program restored in 2015-16.

RESOURCES NEEDED	• Staff members • Time in classrooms/lunch • Safe School Monies
PERSONS RESPONSIBLE	• Counselor • Staff leaders • School Administration • Student Council Coordinator • Teachers
TIMELINE	• Mid-August through end of year
EVALUATION	• Log of trainings and monthly meetings • School Climate Survey • Healthy Kids Survey (biannually)
BUDGET	• Safe School Funds • School Library Block Grant

COMPONENT ONE: PERSONAL CHARACTERISITCS OF STUDENTS AND STAFF--CONTINUED

GOAL #1--OBJECTIVE #2	Programs will be expanded by 10% to reach more at-risk students.
RELATED ACTIVITIES	• Provide more Counselor time (.2FTE) • Expand participation in Big Brothers/Big Sisters Mentoring Program • Continue student groups for at-risk students (grades, lack of motivation, discipline issues) and employ social-emotional learning and mindfulness techniques • Continuation of Reading Support classes put in place in 2015-16 • Continuation of Connections class sections (four new class sections) to serve underachieving students (not RSP) • Implementation of Language! Live and continuation of Math Links programs. • Schedule students to ensure maximum in-class support by Special Education staff • Curriculum Support Class in each grade level • Provide a smaller sized class to support students in 6th and 7th grade math (extra teacher in math program) • Offer lunchtime intramural activities to encourage student participation • Provide EL support
RESOURCES NEEDED	• Big Brothers & Sisters Support
PERSONS RESPONSIBLE	• Counselor • School Administration • Staff members
TIMELINE	• August through May
EVALUATION	• Big Brother/Big Sister log • Log of Student Council activities • Log of student group activities • Analysis of data for Connections, Language! Live, Math Links, and Reading Support students • Student surveys • Parent surveys
BUDGET	• School Library Block Grant • Student Council funds

PART ONE: SAFETY PLAN
GOALS AND OBJECTIVES
COMPONENT TWO: SCHOOL'S PHYSICAL ENVIRONMENT

GOAL #1	To foster our safe, positive learning environment by increasing connections between/among students, staff, community, and the physical facility
OBJECTIVE #1	• All visitors will follow the visitor log-in procedure. • Staff will wear school badges. • School will engage in emergency drills for preparation.
RELATED ACTIVITIES	• Student-Parent Handbook and parent bulletins will address the visitor sign-in and visitor badge procedure. • Signs will be designed and posted to remind visitors to login at the office. • Yard monitors and substitutes will wear badges to identify themselves. • All staff will have similar Rolling Hills Badges. • All staff will be trained to direct non-identified visitors off campus and contact the office. • School will conduct monthly emergency drills to practice emergency situational protocols. • Debrief with staff after emergency drills; discuss strengths and weaknesses of human response and protocol. • Ongoing review of emergency drill procedures and protocol to ensure efficiency of system and safety of staff and students.
RESOURCES NEEDED	• Maintain signs • Parent bulletin notices • Log-in binders and visitors' badges • Emergency materials for each classroom/building
PERSONS RESPONSIBLE	• Principal • Assistant Principal • Staff • Head Custodian

EVALUATION	• Number of visitor log-ins and number of times yard monitors called office with “stranger on campus” alert. • Monitor drill efficiency and staff debrief.
TIMELINE	• Parent bulletin and Student/Parent Handbook distributed in August. Reminders dispersed after each break or when needed. • August through June
BUDGET	• District provides badges

COMPONENT TWO: SCHOOL'S PHYSICAL ENVIRONMENT CONTINUED

GOAL #1 - OBJECTIVE # 2	The entire school population will work to prevent any theft, school damage, graffiti, and/or vandalism.
RELATED ACTIVITIES	• School discipline plan addresses consequences for vandalism. • Bulletin notices and Student Council meetings will occur after each graffiti incident. • Campus video surveillance will continue to be updated; newer, more comprehensive video surveillance system being installed on rolling basis. • Law enforcement will be notified and pictures will be taken when graffiti occurs. • Graffiti will be removed immediately.
RESOURCES NEEDED	• School and parent bulletins • Graffiti removers: sand blaster, graffiti cleaner, and paint. • Budgetary resources to offer rewards for information relating to the graffiti incidents (We Tip).
PERSONS RESPONSIBLE	• Principal • Assistant Principal • Head custodian
EVALUATION	• Logs of graffiti incidents accompanied by records of removals.
TIMELINE	• August through June
BUDGET	• Site Budget for rental of graffiti removal machinery as needed.

COMPONENT TWO: SCHOOL'S PHYSICAL ENVIRONMENT CONTINUED

GOAL #1 - OBJECTIVE # 3	All staff will be trained at yearly sessions outlining roles and responsibilities in case of emergency
RELATED ACTIVITIES	• In-service to all staff • Regular drills for staff to practice emergency situation roles
RESOURCES NEEDED	• Emergency red folders for all staff. • Clipboards with emergency cards for each classroom/building.
PERSONS RESPONSIBLE	• Principal • Assistant Principals
EVALUATION	• Log of emergency in-services • Log of drills
TIMELINE	• August through June
BUDGET	• None

PART ONE: SAFETY PLAN
GOALS AND OBJECTIVES
COMPONENT THREE: SCHOOL'S SOCIAL ENVIRONMENT

GOAL #1	To create a social environment in which students can learn as they feel valued and safe.
OBJECTIVE #1	Continue developing the Student Council Program
RELATED ACTIVITIES	• School, team, and Pride activities. • Select and equip students with techniques to lead and support their peers. • Weekly club meetings. • Weekly small group meetings with counselor and/or psychologist. • Implement anti-bullying techniques on campus. • Provide Spirit Activities and rallies to promote academic teams and student belonging. • Point Break program.
RESOURCES NEEDED	• Facilities for training • Refreshments for follow-up meetings • Misc. office supplies • Grade level spirit T-Shirts • Staff T-shirts with annual theme
PERSONS RESPONSIBLE	• Counselors • Student Council Advisor • Principal • Assistant Principals
EVALUATION	• Number of students participating in program • Discipline records (Eschool Plus) • District surveys • School climate surveys
TIMELINE	• September/October – Point Break training for students/staff • Follow-up visits after training with Point Break staff • Four Pride activities this year
BUDGET	• Student Council Funds

COMPONENT THREE: SCHOOL'S SOCIAL ENVIRONMENT CONTINUED

GOAL #1—OBJECTIVE #2	By the end of the 2017-2018 school year, all Rolling Hills students will understand the value of responsible decision making.
RELATED ACTIVITIES	• Counselor and enrichment teachers will work in classrooms on teaching responsible decision making (Common Sense Media lessons and Mindfulness). • Focus on character education in Pride activities and assemblies. • 7th grade science drug information unit will involve students in refusal skills. • Parents and students will be offered education on Internet safety via evening program (Screenagers).
RESOURCES NEEDED	• Pride activities focusing on responsible decision making. • Presenters for parent education class.
PERSONS RESPONSIBLE	• Counselors • Principal • Assistant Principals • Teachers
EVALUATION	• Healthy Kids Survey • School Climate Survey
TIMELINE	• August through June • September for Screenagers showing
BUDGET	• School Library Block Grant

COMPONENT THREE: SCHOOL'S SOCIAL ENVIRONMENT CONTINUED

GOAL #1—OBJECTIVE #3	By November 2017, all students will be aware of and be encouraged to use a variety of support programs.
RELATED ACTIVITIES	• Small Counseling Groups and individual meetings facilitated by school counselor and psychologist. • Organizational group to support students that are struggling with their academics. • Big Brothers/Big Sisters program (Beyond School Walls) for students to be assigned mentors as needed. • Student of the Trimester awards will be given based on character traits stressed each trimester. • Students will be recognized with trimester awards for citizenship (ROAR Award). • Teachers will regularly recognize students using "Good Notes" postcards. • Assemblies will be provided to equip students with a variety of social skills.
RESOURCES NEEDED	• Budgetary resources needed for student training, "Good Notes" postcards. • Bus for Beyond School Walls.
PERSONS RESPONSIBLE	• Principal • Assistant Principals • Counselor
EVALUATION	• Number of students using support programs • Student feedback/Survey Data
TIMELINE	• August through June
BUDGET	• Cost of copying and mailing "Good Notes" • Cost of good citizen awards • Cost of assemblies

PART ONE: SAFETY PLAN
GOALS AND OBJECTIVES
COMPONENT FOUR: SCHOOL'S CULTURAL ENVIRONMENT

GOAL #1	To foster our safe, positive learning environment by increasing connections between, among, and within student population, staff, and community.
OBJECTIVE #1	By August 2017, 100% of core curricular teachers will be in grade-level teams sharing students.
RELATED ACTIVITIES	• Early release days will be offered once a week to provide time for staff collaboration. • All teachers will study the middle school philosophy. • Interdisciplinary teams will meet regularly to address student concerns. • Team teachers will have a calendar circulated to coordinate major assignments and tests. • Continued development of Pride curriculum
RESOURCES NEEDED	• Teaming resources • Grade level meeting time/advisory period • *This We Believe* for each faculty member
PERSONS RESPONSIBLE	• Principal • Assistant Principals • Grade level teachers
EVALUATION	• Log of team meeting dates • Collection of team meeting minutes
TIMELINE	• August through June
BUDGET	• Cost of *This We Believe*

COMPONENT FOUR: SCHOOL'S CULTURAL ENVIRONMENT—CONTINUED

GOAL #1—OBJECTIVE #2	100% of teachers teaching in a subject area will collaborate over assessments, teaching units, and other student data.
RELATED ACTIVITIES	• Subject area meetings with subject-alike teachers to make sure standards, curriculum, and continuum are being taught. • Common Core standards collaboration will take place among subject areas. • Use of free materials from STEMscopes to give science teachers ideas and support for implementing NGSS, along with training and coaching throughout the year on Common Core strategies and creation of Common Core-aligned curricula. • Science and Social Studies teachers will receive training and coaching on Common Core Literacy in the Disciplines. • PE staff will continue to explore options for implementing standards across the grade levels while working within space and set-up limitations. • Coordination of use of materials such as microscopes, core literature books, Chromebook carts, etc. • Meetings to review formative and summative assessment data.
RESOURCES NEEDED	• Minimum days, Prof. Development Days, Collaboration Days
PERSONS RESPONSIBLE	• Principal • Assistant Principals • Teachers
EVALUATION	• Staff calendars, staff bulletins, and minutes from staff collaboration sessions
TIMELINE	• August through June
BUDGET	• None

COMPONENT FOUR: SCHOOL'S CULTURAL ENVIRONMENT-CONTINUED

GOAL #1—OBJECTIVE #3	Struggling students will receive the opportunity to access teachers for extra help, and/or access remediation units, during the school day.
RELATED ACTIVITIES	• Implementation of special ELA and math classes with special curricula. • Implementation of several levels of reading remediation classes (based on student need as seen in several assessment measures). • Implementation of Connections classes for underachieving students (not RSP). • Mentors and lunchtime tutors and teachers will be available to offer these students the opportunity to be academically successful. • Students showing difficulty in several classes may be reassigned to support classes. • Eighth grade students not successfully passing several classes will remediate at summer school during the summer before they enter high school. • Teachers are available before and after school, and at lunch (see individual teachers' schedules for availability).
RESOURCES NEEDED	• Money to pay for tutors • "Teams" to develop individual student's success plans • School to allow for intervention • Possible late bus
PERSONS RESPONSIBLE	• Principal • Assistant Principals • Counselors • Teachers
EVALUATION	• Use of NWEA/MAP, MMARS, and SBA data. • Use of MobyMax diagnostics. • Data collected at the end of each progress report and report card period to see if tutoring improved at-risk students' grades. • Teachers' observations about quality of students' work, formative assessments, assignments turned in, test scores, and the overall success of the tutoring program, department coordination,

	grade-level activities, “teaming,” and intervention class.
TIMELINE	• August through June
BUDGET	• School Library Block Grant Funds

PART ONE: SAFETY PLAN
ALIGNMENT OF GOALS AND VISION

How are your goals and objectives aligned with your school's vision? What will your school look like after this project is underway?

As we move toward seeing all students achieving high standards, we work to provide an environment where they feel safe, welcome, and connected. We focus not only on academic success but also on supporting the whole child. Our plan addresses many facets of school life, ensuring not only greater physical safety, but also a greater sense of well-being for all students at Rolling Hills. This plan includes educating students concerning issues of positive self-image, academic excellence, and all around school spirit. We will also foster connectedness with the school as well as provide valuable experiences as students help others in the community. In addition to this, we will work to improve the campus for greater physical safety for both the students and the members of the community who use our facilities. In short, students will pursue life-long learning, develop better relationships with each other, make choices for a life of healthy living, and seek to positively impact their community. It is our goal to see Rolling Hills grow to be an even better place for students to achieve at high levels and to fulfill their very best potential.

PART ONE: SAFETY PLAN EVALUATION

Summarize Evaluation…
Describe how the accomplishments of each objective will be measured and who is responsible for the mandatory evaluation summary. Describe how you will determine your level of success.

Component	Objective	Evaluation	Persons Responsible
1	Promote Connections with Students, Staff, and the Community	• Number of students involved • Student Surveys • Log of Monthly Meetings	Student Council Coord. Counselor Staff Leaders School Administration
1	Support for At-Risk Students	• Big Brother/Big Sister log • Point Break • Log of Leadership activities • Log of student group activities • Analysis of Connections students' achievements • Student surveys • Parent surveys	Counselor School Administration Staff members
2	Identification Procedures	• Number of visitor log-ins and number of times yard staff called office with "stranger on campus" alert.	Principal Assistant Principal Staff Head Custodian
2	Informing School Population regarding theft or vandalism	• Logs of graffiti incidents accompanied by records of removals.	Principal Assistant Principal Head Custodian
2	Emergency Procedures	• Log of emergency in-services • Log of emergency drills	Principal Assistant Principal
3	Leadership program	• Student participation • Discipline record – Eschool Plus	Counselor
3	Responsible Decision Making	• Student Survey • Healthy Kids Survey every other year	Counselor/Assistant Principal
3	Support Programs	• Number of students using support programs • Feedback from students • Academic progress data	Principal Assistant Principal Counselor
4	Academic Team Development	• Log of team meeting dates • Collection of team meeting minutes	Principal Assistant Principal Grade Level Teachers

4	Collaboration over Data/Teaching	• Staff calendars • Staff bulletins • Staff collaboration meeting minutes	Principal Assistant Principal
4	Intervention Opportunities	• NWEA/MAP and SBAC data review • Data collected at the end of each progress report and report card period to see if tutoring improved at risk student's grades • Teacher's observations about quality of student's work assignments turned in, test scores and the overall success of the tutoring program, department coordination, grade level activities, "teaming" and intervention class	Principal Assistant Principal Counselor Teachers

PART ONE: SAFETY PLAN
BUDGET

Summarize budget…
Correlate the budget with activities, goals, and objectives.

COMPONENT	ITEM	SOURCE	AMOUNT
1	Promote Connections with Students, Staff, and the Community	Safe School Funds School Library Block Grant Student Council Funds	$10,000
1	Support for At-Risk Students	Supplemental Funds (LCAP)	$40,000
2	ID Badges	District Office	N/A
2	School Theft/Vandalism	Site Budget	As Needed
2	Emergency Procedures	N/A	N/A
3	Student Council Program	Student Council	$2,500
3	Responsible Decision Making/Pride	Student Council	$2,500
3	Support Programs	Student Council	$2,500
4	Academic Team Development	N/A	$0
4	Collaboration over Data/Teaching	N/A	$0

PART ONE: SAFETY PLAN

EVALUATION

Our School Site Council reviews our Safety Plan annually. The staff meets as a whole to review this plan as well. In addition, our Single Plan for Student Achievement will support the goals of our Safety Plan.

COMPONENT	OBJECTIVE	EVALUATION	PERSONS RESPONSIBLE
1	1	Implementation of T.E.A.M. Raptors	• Counselor • Administrators • Classroom teacher leaders
1	2	Staff development/training	• Counselor • Administrators • Classroom teachers • Playground Supervisors
2	1	Number of classes participating in emergency drills	• Administrators • Head custodian • Safety Committee
2	1	Effectiveness of P.L.S. through student and parent surveys	• Administrators • Safety Committee
3	1	Effectiveness of T.E.A.M. Raptors through discipline log	• Counselor • Administrators
3	2	Number of parent signatures for receipt of parent handbook & number of newsletters	• Administrators • Teachers
4	1	Number of parent/teacher volunteer trainings held	• Administrators • Teachers
4	2	Number of parents/community members participating in Adopt-a-Class, Meet the Masters and Love and Logic, etc.	• Administrators • Teachers

PART ONE: SAFETY PLAN

Budget Summary

Funds to support our School Safety Plan will be provided through our (SLBG) School Library Block Grant

Training for Staff and Students:	**$2500**
Instructional Materials and Resources:	**$8800**

BUCKEYE UNION SCHOOL DISTRICT
SAFE SCHOOL PLAN

November 2017 – November 2018

School Site: Silva Valley Elementary School

Administrator: Kathy Holliman, Principal

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   BP 5145.3
6. Dress Code Policy
7. Procedures for Safe Ingress/Egress of Students/ Parents/Employees to and from School
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13. Comprehensive Safety Plan
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SCHOOL SYNOPSIS

Silva Valley Elementary School, part of the Buckeye Union School District, is a Transitional Kindergarten through fifth grade school located in El Dorado Hills, twenty-five miles east of Sacramento. Silva Valley opened in 1992 with 450 students and was the first school in El Dorado County built for space-saving year-round education. Currently, during the 2017-2018 school year, our twenty-fifth year, we have 513 students and operate using a modified traditional calendar.

Students, parents, and staff all hold high expectations for one another, and all students are expected to excel academically and as a "whole child", where emphasis is placed on achieving personal success. Silva Valley is a special place where many parent and community volunteers contribute to the effectiveness of the school program.

Our diversity is growing as well, with a student population that is 70% Caucasian, 11% Hispanic/Latino, 7% Asian, 7% Two or More Races, 1% African American, and 4% Other. Special Education students are mainstreamed to receive a balanced curriculum in the least restrictive environment. Both staff and parents pay close attention to subtle changes in our students that may indicate a need for intervention or additional support. Our community is generous and caring in an atmosphere where cooperation and respect is highly valued.

Buckeye Union School District has implemented a comprehensive state standards based report card which holds students/teachers accountable for specific academic achievements. Silva Valley teachers utilize district-adopted, research-based materials to guide student instruction. In order to improve student performance in reading, our School Site Council supported the creation of an in-school Reading Intervention Program that serves first through fifth grade students in need of additional reading instruction. We also have a cross-age reading program and a partnership-tutoring program with neighboring Oak Ridge High School. Silva Valley continues to partner with the Sierra Foothills Assistance League to create a reading program, "Books & Beyond", where volunteers work with struggling readers in grades 2 – 5. Identified students in grades 3 – 5 receive intervention in Math concepts. Our EL students participate in a district-adopted EL program four days a week. Utilizing early-release Wednesday, teachers collaborate on a weekly basis, evaluating student performance on formative and summative assessments to drive their instruction. Our goal is to have all students performing at or above grade level standards.

Our highly qualified staff establishes yearly school-wide and grade-level goals to keep staff focused on addressing areas of concern. Goals are based on multiple measures: the state standardized assessments, district-wide performance assessments, and classroom evidence. It is our goal to decrease the percentage of students identified as performing "standard nearly met or standard not met" in each subject-content area and to increase the percentage of students identified as performing "met or exceeded standard" in each subject-content area. At Silva Valley School we are pleased that our students perform at high academic levels as indicated by the SBA (Smarter Balanced Academic) State Assessment.

The mission of our staff and community at Silva Valley Elementary is to provide a safe, nurturing, and challenging educational environment in which students are eager and willing learners, and have the opportunity to realize their full potential. Our goal is to help students gain positive self-esteem and self-respect, and learn to be successful, productive citizens now and in the future. Special programs at Silva Valley include enrichment programs for all students such as Meet the Masters, Life Lab, Cross Country, Team Eagle, Oral Interpretation, Spelling Bee, Green Team, Choir and Band.

In creating a safe and positive learning environment for students utilizing our 5 Core Values (respect & tolerance, responsibility, kindness and compassion, pride, and citizenship), Silva Valley Elementary School strives to set the standard for excellence in education.

PLANNING COMMITTEE

NAME	TITLE
Kathy Holliman	Principal
Melissa Menard	Certificated
Lynn Taylor	Certificated
Victoria Repstad	Certificated
Cheryl Zakskorn	Classified
Emma Wise	Parent
Ryan McCracken	Parent
Jamie Anderson	Parent

The 2017-2018 School Site Council forms the core of the safety planning committee. The process is facilitated by Principal Kathy Holliman. The committee includes both classified and certificated staff members, parents, and community members.

The committee analyzed the data available and developed the Safe School Plan with the goal in mind of assuring each student a safe physical environment, assuring each student a safe, respectful, accepting and emotionally nurturing environment, and providing each student with resiliency skills.

Data utilized to write the School Safety Plan included the 2016-2017 Parent Survey, teacher input and community input.

PART ONE: SAFETY PLAN
SCHOOL VISION

Students, parents, and staff all hold high expectations for one another and all students are expected to learn and be successful. Our mission is to provide a safe, nurturing and challenging educational environment in which students are eager learners, realize their full potential, exhibit positive self-esteem, and are successful, productive citizens now, and in the future.

Our mission statement, written by the Silva Valley School Site Council, addresses the goal of school safety because it incorporates elements of community, cooperation, responsibility, and respect.

Implementation of Student Behavior Management System

During the 2009-2010 school year, Silva Valley developed, published, and provided training for a new school-wide behavior management policy for the opening of the 2010-2011 school year. The team developed the Silva Valley Core Values Program; emphasizing respect & tolerance, responsibility, kindness and compassion, pride, and citizenship, within and throughout the Silva Valley campus.

For the past seven years the Core Values Program has been implemented and has proven to be a successful tool in creating a positive, safe learning environment. Implementation consists of staff using common words, posters, certificates, core value books, raffles, student recognition, and lunch with the Principal.

The Core Values Program will continue to be implemented for the 2017-18 school year. With input from staff, Silva Valley embarked on a 3-year implementation plan to develop a Positive Behavioral Intervention and Supports (PBIS) approach to support our students. PBIS is a “multi-tiered approach to social, emotional and behavior support. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.” (www.pbis.org, 2017)

PART ONE: SAFETY PLAN
SCHOOL SAFETY ASSESSMENT

Surveys:

- Student input through the annual Student Survey
- 5th Grade Survey
- Parent input through the annual Parent Survey
- Parent and community input through the School Site Council and PTA
- Staff input through Staff Meeting discussions.
- El Dorado County Sheriff's Department and El Dorado Hills Fire Department

Statistics:

- California Safe Schools Assessment School Crime Reporting Summary - BUSD
- Discipline Records: Bullying, fighting, suspension, expulsion records

Conclusions:

- The current data suggests that there is a high level of satisfaction that parents and children feel safe and secure at and around school. With that said, we continue our efforts to educate and enforce traffic safety around school. We also continue to educate students on the value and benefits of respectful behaviors.
- It is the hope of the Silva Valley parents, students, and staff that the continued implementation of the Core Value Program and implementation of PBIS will result in an overall decrease of student discipline issues on the Silva Valley campus.

PART ONE: SAFETY PLAN
AREAS OF PRIDE/DESIRED CHANGE

Areas of pride and strength:

- In general we are very proud of our students' behavior. They often receive compliments after field trips and group activities.
- We are proud of our school facility. Our campus is clean, orderly and well-kept.
- Emergency procedures are in place; fire drills are held monthly and lock-down drills/intruder drills are held each trimester.
- We are proud of the manner in which students follow our school rules and discipline policies.
- We are pleased with parent involvement and volunteerism at Silva Valley School.

Areas of desired change:

- We would like to increase students' sense of respect & tolerance for one another.
- We would like to improve our students' abilities to appropriately resolve problems and conflicts at school themselves without the intervention of adults.
- We would like to continue to review our emergency procedures.
- We would like to improve traffic conditions at arrival and dismissal times, including the intersection at Silva Valley Parkway and Golden Eagle Lane.
- We would like to raise school and community awareness of our Core Values Program and PBIS implementation.
- We would like to increase parent/community involvement and increase the number of volunteers on campus.

PART ONE: SAFETY PLAN
GOALS AND OBJECTIVES
COMPONENT ONE: PERSONAL CHARACTERISTICS OF STUDENTS AND STAFF

GOAL #1	To foster a safe, positive learning environment by improving student well-being in the school community and neighborhood.
OBJECTIVE #1	Conflict Managers/Friendship Finders program (TEAM Eagle) will continue to be implemented and revised by the school counselor using 3rd, 4th, & 5th grade students with counselor and classroom teachers supervising.
RELATED ACTIVITIES	• Counselor will address classes of students on issues related to self-esteem and conflict resolution utilizing the Core Values. • Continue to implement and revise the Conflict Manager/Friendship Finder program and Parking Lot Supervisors (PLS) programs. • Trainings will be held with Conflict Managers role-playing self-esteem and bullying issues.
RESOURCES NEEDED	• Scheduling of counselor's time • Conflict Manager training instructional materials (SDFSC) • Non-instructional materials for Conflict Managers: clip boards, T-shirts, incentives (SDFSC**)**
PERSONS RESPONSIBLE	• Principal • Counselor
EVALUATION	• Log of counselor's visit to classrooms • Staff feedback
TIMELINE	• November 2017 – November 2018
BUDGET	• Sources: Block Grant and SDFSC for Conflict Managers and Core Values materials

COMPONENT ONE: PERSONAL CHARACTERISTICS OF STUDENTS AND STAFF--CONTINUED

GOAL #1	To foster a safe, positive learning environment by improving student well-being in the school community and neighborhood.
OBJECTIVE #2	By November 2017, 100% of the staff, including yard duty supervisors, will be observed modeling conflict resolution utilizing the Core Values and the 3 school/classroom rules.
RELATED ACTIVITIES	• Yard Duty ongoing training in Core Values, conflict resolution strategies, and PBIS strategies. • The Core Values will be reviewed at staff meetings. • PBIS implementation: Year-1 • Students will receive training in conflict resolution and Core Values. • Conflict managers (TEAM Eagle) to be on duty during recess and lunch. Strategies will be reviewed at regular meetings. • Hands-for-Hope Drives • Giving campaign in partner with PTA • Dads on Duty Recess Program
RESOURCES NEEDED	• Counselor • Staff Involvement • PTA Involvement
PERSONS RESPONSIBLE	• Principal • Staff • Counselor • PTA Board
EVALUATION	• Log of counselor classroom sessions • Number of behavior referrals • Notes of Yard Duty Supervisor meetings • Success of Giving Back Initiative
TIMELINE	• August 2017 - November 2017
BUDGET	• Staff and Student Training Materials-Source: As available • Positive incentive support materials • Posters with School/Class Rules, Core Values

PART ONE: SAFETY PLAN
COMPONENT TWO: SCHOOL'S PHYSICAL ENVIRONMENT

GOAL #1	To foster a safe, positive learning environment by improving student well- being in the school community and neighborhood.
OBJECTIVE #1	Emergency procedures will continue to be reviewed, refined, and practiced. All classes will have participated in practicing the emergency procedures.
RELATED ACTIVITIES	• Implement procedures as per Education Code 32282. • Safety folders in all classrooms to be reviewed at staff meeting. • Staff, students and community will be advised about disaster preparedness and emergency readiness. • Regular emergency drills will be held. • Fire Department/Sheriff's Deputy invited to assess evacuation of buildings during a fire drill. • Safety Corner in monthly Parent Bulletin
RESOURCES NEEDED	• SEMS manuals • Red Emergency Folder for all staff • Updated emergency folders in all rooms
PERSONS RESPONSIBLE	• Principal • School Secretary • Head Custodian
EVALUATION	• Log of emergency drills held • Staff/Administration/El Dorado County Sheriff and Fire Department to review disaster preparedness and emergency readiness
TIMELINE	• November 2017 – November 2018
BUDGET	• Emergency preparedness - SDFSC

COMPONENT TWO: SCHOOL'S PHYSICAL ENVIRONMENT CONTINUED

GOAL #1	To foster a safe, positive learning environment by improving student well-being in the school community and neighborhood.
OBJECTIVE #2	Arrival and dismissal traffic procedures will continue to be reviewed by the principal and staff. Intersection of Golden Eagle Lane and Silva Valley Parkway will be under review for improved safety of students/parents.
RELATED ACTIVITIES	• Traffic procedures, rules, and expectations will be communicated to parents and students. • Involvement of the Department of Transportation and the California Highway Patrol to observe and advise on traffic/safety during pick up and drop off times. • Flashing Beacons to be installed by the D.O.T. (between Oct. – Dec.) at the intersection of Silva Valley Parkway and Golden Eagle Lane. • Parking Lot Supervisors (PLS) will be out on duty each morning to greet students and give morning message.
RESOURCES NEEDED	• Community and school resources are in place.
PERSONS RESPONSIBLE	• Principal • District Facilities Director • D.O.T.
EVALUATION	• Data on number of parent complaints and concerns to be gathered through School Site Council, Parent Survey and analyzed for content.
TIMELINE	• November 2017 – November 2018
BUDGET	• Emergency preparedness --Source: As available • Communication--Source: School Funds

PART ONE: SAFETY PLAN
COMPONENT THREE: SCHOOL'S SOCIAL ENVIRONMENT

GOAL #1	To foster a safe, positive learning environment by improving student well-being in the school community and neighborhood.
OBJECTIVE #1	By May 2018, the student body and staff will have improved awareness of the Core Values, PBIS Initiative, School/Class rules.
RELATED ACTIVITIES	• Classroom teachers will review school/class rules and Core Values at the beginning of the school year with students. • Staff will be made aware of the various life skills and ideas of how to teach these skills using Core Values. • Educate students and parents through the Parent/Student Handbook and monthly parent bulletins regarding school rules and Core Values. • PBIS meetings and Year-1 rollout to continue • School counselor will address classes of students on life skills. • Counselor will implement "The Kindness Crew", a group that will promote "No Bullying" at Silva Valley. • Assembly promoting Respect and self-confidence (Sami's Circuit) for grades K-5.
RESOURCES NEEDED	• Annual printing of Parent/Student handbook • Class time allocated for reviewing school/class rules, Core Values, PBIS • Scheduling of counselor's time • Core Values materials for teachers use • PTA funding for Assembly
PERSONS RESONSIBLE	• Principal • Counselor • Classroom teachers TK-5
EVALUATION	• Number of discipline entries monitored throughout the school year • Monitoring of behavior interventions • Log of counselor classroom visits
TIMELINE	• August 2017 – May 2018
BUDGET	• Student/parent handbook publication—Source: SIP • Rewards, motivational materials for new positive discipline system —Source: SLBG • Assembly Funding - PTA

COMPONENT THREE: SCHOOL'S SOCIAL ENVIRONMENT CONTINUED

GOAL #1	To foster a safe, positive learning environment by improving student well-being in the school community and neighborhood.
OBJECTIVE #2	By the end of the 2017 - 2018 school year, parents and students will have improved awareness of the Silva Valley Core Values, PBIS, and school/class rules.
RELATED ACTIVITIES	• Educate students and parents through the Parent/Student handbook and monthly parent bulletins regarding Silva Valley Core Values, PBIS, and school/class rules. • Classroom teachers will review school/class rules at the beginning of the school year. • Classroom teachers will teach the Core Values throughout the school year. • Counselor to instruct individual classes in social skills, positive self-concept, and problem solving. • Staff review/training of various life skills and ideas of how to teach these skills utilizing Core Values. • Continue cross age tutoring program between Oak Ridge High School students and Silva Valley students. • Touch of Understanding day for 4th grade students/staff November 2017.
RESOURCES NEEDED	• Class time allocated for reviewing Core Values, PBIS, and school/class rules • Scheduling of counselor's time • Instructional materials and incentives for Core Values, PBIS • Touch of Understanding (4th Grade)
PERSONS RESPONSIBLE	• Principal • Classroom teachers TK-5 • Counselor
EVALUATION	• Monitoring of behavior intervention • Number of behavior referrals • Parent Survey • Core Value lessons documented by classroom teachers
TIMELINE	• November 2017 – November 2018
BUDGET	• Site funds and PTA funds as available

PART ONE: SAFETY PLAN
GOALS AND OBJECTIVES
COMPONENT FOUR: SCHOOL'S CULTURAL ENVIRONMENT

GOAL #1	To foster a safe, positive learning environment by improving student well-being in the school community and neighborhood.
OBJECTIVE #1	Continued procedures to have all students checked in and out of school through the office only.
RELATED ACTIVITIES	• Yard duty personnel will use 2-way radios to communicate with the office. • Yard duty monthly meetings • Students checked out during lunch or recess will be sent to the office to be checked out - in the presence of school personnel. • School staff will check identification of any person checking out a student if they do not recognize that person.
RESOURCES NEEDED	• Parents and students will be regularly reminded of the procedures • Emergency cards will be updated annually.
PERSONS RESPONSIBLE	• Principal • Office Staff • Yard Duty Supervisors
EVALUATION	• Monitoring of check in/out procedures
TIMELINE	• November 2017 – November 2018
BUDGETs	• ID badges: Site Funds

COMPONENT FOUR: SCHOOL'S CULTURAL ENVIRONMENT-CONTINUED

GOAL #1	To foster a safe, positive learning environment by improving student well-being in the school community and neighborhood.
OBJECTIVE #2	All parent volunteers will be fingerprinted.
RELATED ACTIVITIES	• All new parent volunteers to be fingerprinted each year. • Fingerprinting Information at Kindergarten Round-up • All fingerprinted volunteers will have permanent identification badges. • School secretaries to make picture identification badges for fingerprinted parent volunteers • Volunteer sign-in process to be monitored for accountability.
RESOURCES NEEDED	• Financial resources to assist with cost of fingerprinting • Secretaries to assist with making volunteer identification badges
PERSONS RESPONSIBLE	• Principal • School Secretaries
EVALUATION	• Monitor the number of fingerprinted volunteers.
TIMELINE	• November 2017 – November 2018
BUDGET	• Site Funds

PART ONE: SAFETY PLAN
ALIGNMENT OF GOALS AND VISION

Our goals and objectives are intended to lead students toward Silva Valley Elementary School's Mission. Compassion for others, cooperation, celebration of diversity and a safe and secure environment are key to our Mission. Silva Valley will be a community working together to provide a school setting that is safe and secure, where students are comfortable taking academic risks.

PART ONE: SAFETY PLAN EVALUATION

Component	Objective	Evaluation	Persons Responsible
1	1	Number of times administration/counselor is in classrooms to discuss self-esteem/conflict resolution	• Principal • Counselor
1	1	Number of assemblies scheduled relating to self-esteem/conflict resolution	• Principal • PTA
1	2	Number of recess personnel trained	• Principal • Counselor
1	2	Decrease in number of office referrals/ suspensions	• Principal
1	2	PBIS Year-1 Implementation	• Principal • Staff
1	3	Schedule Sami's Circuit for All Students	• Principal
2	1	School Site Council to review the revised emergency procedures	• Principal • SSC
2	1	Log of emergency drills	• Principal • School Secretary
2	2	Annual data on number/type of parent complaints or confrontations	• Principal
3	1	Office referrals to be monitored throughout the school year and at the end of the school year to determine if entries have decreased	• Principal • Teaching Staff
3	1	Number of behavior interventions	• Principal • Counselor
3	2	Touch of Understanding Day for 4th Grade Students/Staff	• Principal
4	2	Log of Parent volunteers fingerprinted	• School Secretaries
4	2	Identification badges issued	• School Secretaries

PART ONE: SAFETY PLAN
BUDGET

COMPONENT	ITEM	SOURCE	AMOUNT
1	Assemblies	PTA	$4,000
1	Materials for Conflict Managers	SLBG	$300
2	Updated emergency folders	SLBG	$100
3	Materials/incentives for Core Values	SLBG	$500
3	Parent/Student Handbook	Site Funds	$100
4	Touch of Understanding	PTA	$1,400
4	Fingerprinting	Parents, Site Funds	$200
4	Safety Supplies	SLBG	$300
4	ID badges	Site Funds	$100

BUCKEYE UNION SCHOOL DISTRICT
SAFE SCHOOL PLAN

October 2017- October 2018

School Site: Valley View Charter Montessori

Administrators: Paul Stewart, Principal

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SCHOOL SYNOPSIS

Valley View Charter Montessori is a transitional kindergarten through sixth grade elementary school located in El Dorado Hills, 18 miles east of Sacramento in the Sierra foothills. Our beautiful campus creates a positive learning environment for children with its buildings situated among open green spaces and many stately oak trees. Built to completion in 2013, Valley View Charter Montessori opened its doors to student in 2017-18. In 2017-18, Valley View had an enrollment of 520+ students and had a waiting list in most grade levels.

"The Buckeye Union School District values, encourages, and provides opportunities for the involvement of staff, parents, and the community in school and District decision-making activities." As such, the District moved forward in preparing the Montessori Charter petition to respond to identified, expressed needs from parents and students within the District. The program began in the 2004-2005 school year by serving Kindergarten students on the Blue Oak Campus. Grade levels were added the following 10 years and in 2017 the school moved to Valley View. Now, we currently serve students through 6th grade. Next year (2018) we will add 7th and in 2019, we will add 8th. The Charter Montessori School follows the instructional methodologies, standards, and educational direction established within the Buckeye Union elementary District respecting the Montessori philosophy and utilizing Montessori materials and learning strategies. In addition, the Charter Montessori School/Program, in utilizing the Montessori methodology, will incorporate core sections in Practical Life, Sensorial Materials, Language, Mathematics and Cultural Subjects. Valley View Charter Montessori also hosts a Montessori pre-school operated by the El Dorado Country Office of Education

Inclusion of all students is a high priority for us. Special Education students are mainstreamed to receive a balanced curriculum in the least restrictive environment. Both staff and parents pay close attention to subtle changes in our students that may indicate a need for additional support and assistance. Our community is generous and caring in an atmosphere where cooperation and respect is highly valued. We have taken specific action to implement the Common Core State Standards along with the 4 C's (*Creativity, Communication, Critical Thinking and Collaboration*) for each grade level through the development of a comprehensive standards based report card that holds both students and teachers accountable for specific academic achievements.

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At Valley View Charter Montessori we have high expectations for student achievement. We are committed to providing students with a solid academic background in a safe and supportive environment. We challenge students with academic curriculum that requires them to apply skills and knowledge to meet district standards. Our intent is to build an academic foundation that will allow students to be successful in middle school, high school, and beyond.

The newly renovated and updated campus and library has one of the finest literature collections in El Dorado County. Students in all classes meet with the library assistant weekly to choose age-appropriate books and hear quality literature read out-loud. Along with 3rd-5th grade 1:1 Chromebooks, Kindergarten through 2nd grade has 14 Chromebooks and at least two iPads in each room. . This year, our PTO helped our school district in purchasing Chromebooks for more classrooms to continue piloting and utilizing this new technology. Teachers are provided monthly training to use the technology in their rooms with the most effective and best practices.

The staff of Valley View Charter Montessori strives to work together in a collaborative manner to provide an education that will nurture and build the academic strengths of each child. Our dedicated and innovative teaching staff shares in leadership responsibilities, knowing that solid, research-based planning is the key to a quality academic program. The staff continues to work to develop a program that is aligned with the state content and Common Core standards in all subject areas. Included in the program is a comprehensive assessment and accountability component. The results of all assessments are used to identify areas of need and to refine instruction. We have implemented reading intervention programs during the school day to support underperforming students, extra support for our English learners, and a targeted, needs-based math and reading intervention for students in grades first through fifth, along with differentiated instruction within the classroom. Valley View Charter Montessori is fortunate to have a Literacy, Math and EL Certificated Teacher to assist students and teachers in their areas of need. Also, we have a Foothill Indian Education tutors and cross-age tutors from upper grade to help us strive toward our vision, "*Valley View Charter Montessori is a community of learners where children can reach their full potential and contribute positively to society.*"

PART ONE: School Site Council

Names of Members	Administration	Classroom Teacher	Other School Staff	Parent or Community Member
Paul Stewart	X			
Kellee Sellwood			X	
Tavis Danz		X		
Cari Elmasian		X		
Anandi Raman Creath				X
Sachin Patel				X
Janelle Harris				X

Approved by School Site Council on **10/17/17**

The School Site Council forms the core of the planning committee. The Principal facilitate the process. The committee includes both classified and certificated staff members, parent and community members.

The committee analyzed the data available and developed the Safe School Plan with the goal in mind of assuring each student a safe physical environment; assuring each student a safe, respectful, accepting and emotionally nurturing environment; and providing each student resiliency skills.

To support student safety and school traffic issues, Law Enforcement has been solicited this school year. Other data utilized to write the School Safety Plan included the Healthy Kids Survey, and the 2016-2017 Parent/Student Survey.

PART ONE: SAFETY PLAN
SCHOOL VISION

Valley View Charter Montessori SCHOOL VISION

Valley View Charter Montessori is a community of learners where children can reach their full potential and contribute positively to society.

Our vision was reviewed by our Site Leadership Team and School Advisory Committee in 2017 – 2018. Valley View Charter Montessori adopted Five Core Values that correspond to our Positive Action Program. Each month students focus on one of the Core Values: Responsibility, Respect, Grace and Courtesy, Peacefulness, and Appreciation. A positive approach to student behavior has been adopted by the Valley View Charter Montessori Community.

PART ONE: SAFETY PLAN
SCHOOL SAFETY ASSESSMENT

Surveys:

- Student input through the student section of the School Advisory Committee annual parent survey
- Parent and community input through School Site Council and PTA meetings
- Staff input through staff meeting discussions.
- El Dorado County Sheriff's Department, California Highway Patrol and El Dorado Hills Fire Department
- Community and parent input through the results of the 2016-2017 BUSD and Montessori Parent Survey

Statistics:

- California Safe Schools Assessment School Crime Reporting Summary - BUSD
- Discipline Records: Bullying, fighting, number of common infractions, suspension, and expulsion records
- Report Cards
- Trimester Assessment Results
- SBAC Results
- MAP
- Student Surveys
- CST Science 5th Grade Results
- Accelerated Reader Data

Conclusions:

- The current data suggests that there is a high level of satisfaction that parents and children feel safe and secure at and around school.

PART ONE: SAFETY PLAN
AREAS OF PRIDE/DESIRED CHANGE

Areas of pride and strength:

- In general we are very proud of our students' behavior. They often receive compliments after field trips and group activities.
- Annual school wide Safety Day is held and includes community support from The El Dorado County Sheriff's and Fire Department and local anti-bullying advocates.
- We are proud of our school facility. Our campus is clean, orderly and well kept. Emergency procedures are in place; fire drills are held monthly and lock-down drills/earthquake drills are held each trimester.
- We are proud of the manner in which students follow our Core Values and discipline policies. To further strengthen this area we continue to have a "4" point rubric system in ranking students behavior while walking around campus.
- We have implemented the Peace Patrol program. This is a student led team of 3rd, 4th,5th and 6th grade students who help students to resolve problems and conflicts at school without the intervention of adults. In addition the Peace Patrol brings problems that to administration and staff that need to be resolved by an adult.
- We are pleased with parent involvement and volunteerism at Valley View Charter Montessori and strive to create more opportunities for parent involvement.
- Another area of pride involves our safety procedures at Valley View Charter Montessori. In the 2017-2018 school year Valley View Charter Montessori will be continuing to utilize new safety forms and procedures. Valley View Charter Montessori also works hand in hand with local agencies to ensure we are as safe as can be.
- Our theme this year is to "Follow the Child" to ensure all decisions are made with one thing in mind, Valley View Charter Montessori come first. As a staff we constantly remind ourselves that we are here for The Rattlers and their families.

Areas of desired change:

- We would like to continue to review our emergency procedures and improve traffic conditions on campus at arrival and dismissal times.
- We would like to continue to raise school and community awareness of our Core Values program.
- We would like to increase parent/community involvement, increase the number of adults on campus, and improve student success on campus.
- With help of law enforcement we would like to improve our overall safety plan in light of recent national school safety issues.
- Improve our ingress and egress of parents who come on campus for our county programs.

PART ONE: SAFETY PLAN GOALS AND OBJECTIVES
COMPONENT ONE: PERSONAL CHARACTERISTICS OF STUDENTS AND STAFF

GOAL #1	• To use our staff wide theme "Follow the Child" to foster a safe, positive learning environment by improving student well being in the school community and neighborhood. To create a cultural change in school where students are encouraged to display acts of random kindness and compassion to fellow students and the community. Lastly to ensure all students and parents have a connection at Valley View Charter Montessori
OBJECTIVE #1	• Peace Patrol and Grand Greeters will continue to be implemented and revised by the school staff using 3rd, 4th, 5th and 6th grade students with administrators and classroom teachers supervising.
RELATED ACTIVITIES	• School counselor to address classes of students on issues related to self-esteem and conflict resolution. • Continue to implement Peace Patrol and Grand Greeters. • Principals reading to classrooms monthly on self-esteem and core values. • At least two assembly to be scheduled regarding self-esteem, along with Core Value Assemblies o Patriot Day 9/11/17 o Anti Bullying 9/25/17 • Annual Safety Day (October 19, 2017) • National Walk to School Day (October 4, 2017) • Bike to School Day (May 4, 2018)
RESOURCES NEEDED	• Scheduling of counselor's time • Conflict Mgr. (Peace Patrol) training instructional materials (SDFSC) • Non-instructional materials for conflict manager training (clip boards, vests, T-shirts, incentives) (SDFSC) • Books related to self-esteem and Valley View Charter Montessori's Core Values
PERSONS RESPONSIBLE	• Principal • Psychologist • Counselor • Lead Teachers
EVALUATION	• Log of counselor classroom sessions. • Staff feedback on assemblies • District Parent Survey • Student Survey

TIMELINE	• October 2017 - May 2018
BUDGET	• Assemblies • Conflict Managers Materials o $500 • Sources: PTO $1000

GOAL #1—OBJECTIVE #2	• By October 2017, 100% of the staff including recess and lunch supervisors will be observed modeling conflict resolution, Proactive Discipline, "4" and Core Values.
RELATED ACTIVITIES	• Yard Supervisor Staff will participate in ongoing training on Core Values and conflict resolution strategies (anti-bullying training). • Strategies of conflict resolution to be reviewed at regular staff meetings. • Students will receive training in conflict resolution. • Conflict managers (Peace Patrol) to be on duty during recess and lunch.
RESOURCES NEEDED	• Counselor in place.
PERSONS RESPONSIBLE	• Principal • Counselor • Lead Teachers
EVALUATION	• Log of counselor classroom sessions • Notes from yard supervisor meetings • Number of behavioral referrals • Timely completion of projects • Agenda and notes from Yard Supervisor meetings • Parent and Student Surveys
TIMELINE	• October 2017 – October 2018
BUDGET	• Staff and student training materials—Source: As available

PART ONE: SAFETY PLAN GOALS AND OBJECTIVES
COMPONENT TWO: SCHOOL'S PHYSICAL ENVIRONMENT

GOAL #1	• To foster a safe, positive learning environment by improving student well-being in the school community and neighborhood
OBJECTIVE #1	• Emergency procedures will continue to be reviewed, refined, and practiced. All classes will participate in practicing the emergency procedures using the new safety forms provided by the district office.
RELATED ACTIVITIES	• Implement procedures as per Education Code 32282 • Staff, students and community will be advised about disaster preparedness and emergency readiness. • Regular emergency drills will be held • Annual Safety Day in conjunction with the El Dorado County Sheriff and Fire Department and the Great Shake Out
RESOURCES NEEDED	• SEMS manuals • BOWMAC Online Emergency Preparedness Database • Updated emergency folders in all rooms • Williams Act Inspection for Postings
PERSONS RESPONSIBLE	• Principal • Head Custodian
EVALUATION	• Staff/Administration/El Dorado County Sheriff and Fire Department to review disaster preparedness and emergency readiness • Log of emergency drills held
TIMELINE	• October 2017 - October 2018
BUDGET	• Emergency preparedness-SDFSC o $100

GOAL #1 - OBJECTIVE #2	• Arrival and dismissal traffic procedures will continue to be reviewed by the principal and Support Team
RELATED ACTIVITIES	• Traffic procedures, rules and expectations will be communicated to parents and students. • Involvement of the Department of Transportation and California Highway Patrol to observe and advise on traffic/safety during pick up and drop off times • Additional supervision has been added during arrival and dismissal times. • Grand Greeters will be out on duty each morning to greet students and give morning message. • Principal will be visible as much as possible at high traffic flow times • Revised Staff Traffic Duty Schedule
RESOURCES NEEDED	• Community and school resources are in place.
PERSONS RESPONSIBLE	• Principal • Support Team
EVALUATION	• Data on number of parent complaints and concerns to be gathered through School Site Council Parent Survey and analyzed for content. • Parent Survey
TIMELINE	• October 2017 - October 2018
BUDGET	• Communications—Source: School Funds • Emergency preparedness - Source: as available o $500

PART ONE: SAFETY PLAN GOALS AND OBJECTIVES
COMPONENT THREE: SCHOOL'S SOCIAL ENVIRONMENT

GOAL #1	• To foster a safe, positive learning environment by improving student wellbeing in the school community, digital citizenship and neighborhood.
OBJECTIVE #1	• By October 2017, parents and students will have improved awareness of school rules, digital citizenship, Core Values and the discipline system resulting in a 15% decline in behavioral referrals.
RELATED ACTIVITIES	• Education and expectation on digital citizenship • Continue to implement Proactive behavior system and Core Values emphasizing the five Core Values; Respect, Responsibility, Trust, Grace and Courtesy, Peacefulness and Appreciation. • Core Value assembly and ongoing positive reinforcements • Core Value lunches with administrators • Theme of Staff to be, "Follow the Child" • Educate students and parents through the Parent/Student Handbook and monthly parent and PTO bulletins regarding school rules, Core Values and school-wide student discipline system. • Classroom teachers will review school rules and Core Values at the beginning of the school year. • School Counselor will address classes of students on life skills using Positive Action • Posting of Core Values and Parent/Student Handbook on our webpage • Positive reward system has been set up in the principal's office for student who have ongoing referrals/behavior issues.
RESOURCES NEEDED	• Annual printing of Parent/Student handbook • Class time allocated for reviewing school rules • Scheduling of counselor's time • Positive Actions materials for teacher use • Core Value Resources
PERSONS RESPONSIBLE	• Principal • Psychologisy • Classroom teachers TK-6 • Counselor
EVALUATION	• Number of discipline entries monitored throughout the school year • Monitoring of behavior interventions • Hapara and Suspicious Search Reports • Log of counselor classroom visits • eSchool data regarding discipline actions.
TIMELINE	• October 2017 – October 2018
BUDGET	• Student/parent handbook word processing/publication—Source: SIP • rewards, motivational materials for Core Values—Source: PTA • Positive Action program materials—Source: As available

GOAL #1—OBJECTIVE #2	• By October 2017, all students will have been exposed to instruction in social skills, Digital Citizenship, positive self-concept, Core Values and problem solving skills.
RELATED ACTIVITIES	• Counselor to instruct individual classes in social skills, positive self-concept, and problem solving. • Intel Digital Citizenship Classes • Technology Coach Digital Citizenship Lesson • Teacher Digital Citizenship Lesson • Positive Action and Core Values programs to be implemented by all classroom teachers. • Staff review/training of various life skills and ideas of how to teach these skills utilizing Positive Action program • Continue cross age tutoring program between middle school students and Valley View Charter Montessori Students. • Positive Action Word of the Week posted on marquee, stated on weekly announcements, posted in classroom. • Core Value Word of the Month to be taught, reviewed, and modeled by staff. • Principal and Assistant Principal Positive Action Library.
RESOURCES NEEDED	• Instructional materials and incentives • Positive Action program kits for each classroom teacher at all grade levels • Scheduling of counselor's time
PERSONS RESPONSIBLE	• Principal • Counselor • Teachers
EVALUATION	• Positive Action lessons to be documented by classroom teachers in lesson plan books • Number of Positive Action Trainings • Teacher feedback regarding Positive Action Program • Parent Survey • Hapara and Suspicious Search Results
TIMELINE	• October 2017 - October 2018
BUDGET	• Instructional materials, rewards, motivational materials, instructional materials for cross age tutoring—PTO • Positive Action program materials—as available

PART ONE: SAFETY PLAN GOALS AND OBJECTIVES
COMPONENT FOUR: SCHOOL'S CULTURAL ENVIRONMENT

GOAL #1	• Continue to proactively build upon the school spirit and positive culture. Ensure that each student and parent has a connection at Valley View Charter Montessori
OBJECTIVE #1	• Provide role models and recognition for positive student behavior. Provide a basis and program for each child and family for them to have a connection at Valley View Charter Montessori
RELATED ACTIVITIES	• Promote greater student participation in school spirit days • Provided multiple opportunities and resources for students to grow and learn about friends, making friends at Valley View Charter Montessori • Promote and recognize good attendance via classroom recognition (Attendance Flags) • Advertise successes via the Valley View Charter Montessori News • Core value assemblies • Peace Patrol as role models. • Hold at Connection Education Night at Valley View Charter Montessori to help parents and students make a connection in the community at Valley View Charter Montessori
RESOURCES NEEDED	• Sub time for teacher, counselor and psychologist to play the Educational night • Positive Recognition Postcards • Peace Patrol Conflict Resolution Training
PERSONS RESPONSIBLE	• Principal • Office staff • Yard supervisors • All school staff
EVALUATION	• Improved attendance • Decrease in office referrals • Surveys (pre and post)
TIMELINE	• October 2017 - October 2018
BUDGET	• $500 for Education Night

GOAL #1—OBJECTIVE #2	• All parent volunteers will be fingerprinted.
RELATED ACTIVITIES	• All new parent volunteers to be fingerprinted each year • All fingerprinted volunteers will have permanent identification badges. • School secretaries to make picture identification badges for fingerprinted parent volunteers • Volunteer sign-in process to be monitored for accountability.
RESOURCES NEEDED	• Financial resources from PTO to assist with cost of fingerprinting • Secretaries to assist with making volunteer identification badges
PERSONS RESPONSIBLE	• Principal • School Secretaries
EVALUATION	• Monitor the number of fingerprinted volunteers.
TIMELINE	• October 2017 - October 2018
BUDGET	• Fingerprinting: Parent and school scholarships for fingerprinting costs $400

PART ONE: SAFETY PLAN
ALIGNMENT OF GOALS AND VISION

Our goals and objectives are intended to lead students toward the Valley View Charter Montessori Vision. Compassion for others, cooperation, celebration of diversity and a safe and secure environment are keys to our Vision. Valley View Charter Montessori is a community of learners where children can reach their full potential and contribute positively to society.

BUCKEYE UNION SCHOOL DISTRICT
SAFE SCHOOL PLAN

SEPTEMBER 2016 - SEPTEMBER 2017

Site: William Brooks Elementary

Administrator: Kevin Cadden

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    - BP/AR 0450

SCHOOL SYNOPSIS

As part of our mission at William Brooks School we work together to help members of our school community develop to their full intellectual, emotional and physical potential. In order to do so, the school environment and practices need to provide for the physical, emotional and psychological safety and well being of our students, staff, and parents. We know that the school, staff and community have a legal and social responsibility to insure that every student has equal access to an education. It is understood and acknowledged that establishing a safe and positive learning environment will make it a reality.

PART ONE: SAFETY PLAN
PLANNING COMMITTEE

NAME	TITLE
Kevin Cadden	Principal
Alison Harnden	Certificated
Susann Fromm	Classified
Erin Walsh	Parent
Ana Mountain	Parent
Shanna Lowder	Parent

William Brooks Elementary School Site Council (SSC) forms and oversees the Safe School Planning Committee. It consists of the site administrator, a classroom teacher, a classified employee, and one parent. Through the SSC, parents and the community monitor and gather information about curriculum, instruction, and facility issues on a regular basis. There is also an annual survey given to all parents where safety and school issues can be brought to the school's attention. We get input from Law enforcement through the California Highway Patrol to address student safety and school traffic issues. Regularly, time is devoted to the discussion of safe school issues through the forum of staff meetings, parent teacher meetings, and teacher and school bulletins.

Through the analysis of data, the issues that are addressed when developing the plan include: actions the school is taking to assure that the school is providing a safe physical environment for all students, what processes are in place to assure students with a safe, respectful, accepting, and emotionally nurturing environment, and what methods are in place to help students develop resiliency skills. The plan then reflects how these areas are being addressed, monitored, and refined to provide students with an environment and experiences that are in accordance to our mission. William Brooks School will assure all stakeholders with a school environment and practices necessary to provide them with physical, emotional, and psychological safety, and support the well being of our students, staff and parents.

PART ONE: SAFETY PLAN
SCHOOL VISION

The vision of William Brooks Elementary School is for every person in our learning environment to feel safe, respected, cared for, and to have their academic, emotional and psychological needs met. We want to promote, model, and create life-long learners who will become successful, productive, and contributing citizens. We want a school environment where respect for racial, language, physical, and ethnic differences is commonplace and that everyone's manner and actions support that respect. We also want all students, staff, parents, and community members to feel that their input and talents are valued as contributions to our school success.

The vision statement was developed through the collaboration of the staff and members of the site council. These statements are reviewed and monitored throughout the year.

We believe our vision addresses and integrates the elements and goals of the Safe School Vision. It speaks to caring about the whole child, building community, promoting academic excellence, encouraging attitudes of respect and responsibility, and building effective relationships in a safe environment for all students and stakeholders at William Brooks Elementary School.

PART ONE: SAFETY PLAN
SCHOOL SAFETY ASSESSMENT

Surveys:

- Parent Safety Survey
- California Healthy Kids Survey (Fall 2013)
- SIA (Safety Inspection Checklist) (Head custodian and Principal)
- Parent and Community input through SSC and PTA

Statistical Data:

- California Safe Schools Assessment of School Crime Report-Summary of William Brooks Elementary School
- California Safe Schools Assessment Summary of Persons Involved in School Crime
- Discipline Records:
  School suspension log
  Principal's student behavior log
- Report cards and progress reports:
  Failing grades
- Staff observations and input

Conclusions:

In conclusion, the current data suggests that parents have a high level of satisfaction about their children's safety and feeling of security at school. Changes are still necessary in the area of traffic flow and parking lot safety for students, staff and parents. We will continue our efforts to educate our families and the community in regards to traffic safety and appropriate behavior in the parking area of William Brooks.

The Healthy Kids Survey done by our 5th graders in the fall of 2013 reveals that the percentage of students feeling VERY safe at school decreased from 66% to 58%. We will continue our efforts to reduce "Put-Downs" and situations that cause our students to feel unsafe at school. Our students reporting HIGH LEVELS of connectedness to their school has increased from 62% in 2006 to 78% in 2011.

PART ONE: SAFETY PLAN
AREAS OF PRIDE/DESIRED CHANGE

The Safe School Planning Committee recognizes and commends the students, staff, parents and community businesses for the following conditions and programs at William Brooks Elementary School that positively affect the physical and psychological well being of all persons on campus. Areas of pride and strength:

- Brooks' students' behavior: Brooks' students receive compliments for their behavior at special events, field trips and assemblies.
- School staff collaboration: Staff works in grade level teams and models positive life skills for their students through the use of Positive Action and pro-social lessons and other such activities and class meetings.
- Counseling Program: Group and individual support is provided for study skills, anger management, friendship skills and grieving.
- "Bully Busters" anti-bullying program
- PIP (Primary Intervention Program) for grades K-3rd
- Leadership program
- Conflict Managers (PAWS): Students assisting students in solving problems in a positive way.
- School Facility: Brooks' park like atmosphere is clean and well maintained
- Parent Support: Parent involvement and volunteerism is exceptional
- Community: There is a strong feeling of community that is felt at Brooks

Based on an analysis of our data our focus is on the following:

- Disaster preparedness and emergency readiness
- Continue focusing on the improvement of students' social skills through problem solving, effective coping and communication, conflict resolution, and acts of respect and sensitivity toward one another
- School security and safety as it pertains to visitors signing in and being identified on campus
- Continued maintenance and improvements of facilities and grounds
- Review and improve pedestrian safety in the parking lots during student arrival and departure.

PART ONE: SAFETY PLAN
GOALS AND OBJECTIVES
COMPONENT ONE:
PERSONAL CHARACTERISTICS
OF STUDENTS AND STAFF

GOAL #1	To work with parents, students, staff and community members to foster a safe, respectful, and positive learning environment through training, modeling desired behavior, providing clear expectations, and providing opportunities to practice these desired behaviors.
OBJECTIVE #1	All students will participate in lessons that deal with conflict resolution, problem solving, coping, self-control, self-confidence, responsibility, and cooperation by the end of the school year.
RELATED ACTIVITIES	• Teachers will help implement a new school-wide pro-social program that will help develop a positive learning environment • Counselor will continue to conduct group classes in K through fifth grades in problem solving, responsibility, cooperation, and conflict resolution. • Conflict Managers Program (PAWS) will be reviewed and refined. • Counselor will do anti-bulling group with select students. • Student leadership will participate in activities that help out the school and community and promote school spirit. • Principal will read stories to classes on a monthly basis that promote a positive learning environment.
RESOURCES NEEDED	• Time for staff members to plan activities in grade levels to promote problem solving, responsibility cooperation, and conflict resolution. • Monies to purchase materials and provide for ongoing training for the Positive Action Program, the new school-wide program, and accompanying reading materials.
PERSONS RESPONSIBLE	• Principal • Staff

	• Counselor
EVALUATION	Data collected: • Student survey • Parent survey • Office referrals
TIMELINE	• August 2016 – June 2017
BUDGET	• Professional Development $500 • Materials (School and Library Improvement & PTA) $500

COMPONENT ONE:
PERSONAL CHARACTERISTICS OF STUDENTS AND STAFF—CONTINUED

GOAL #1-- OBJECTIVE #2	By the end of the school year, 100% of the yard duty staff will be given training in conflict resolution strategies
RELATED ACTIVITIES	• Explore and identify resources to assist in conflict resolution training for yard duty staff • Strategies will be reviewed at regular yard duty staff meetings
RESOURCES NEEDED	• The purchase of materials and resources for training • Counselor resources
PERSONS RESPONSIBLE	• Principal • Counselor
EVALUATION	Data collected • Discipline referrals to office .
TIMELINE	September 2016 – June 2017

BUDGET	• Release time for yard duty staff to attend staff meetings/staff development (School and Library Improvement) $300

PART ONE: SAFETY PLAN
GOALS AND OBJECTIVES
COMPONENT TWO:
SCHOOL'S PHYSICAL ENVIRONMENT

GOAL #1	To work with parents, students, staff and community members to continue our efforts to make William Brooks Elementary School a safe, clean, attractive and inviting learning environment for all our stakeholders.
OBJECTIVE #1	Continue to pursue facility/landscaping projects to enhance the presentation of the campus.
RELATED ACTIVITIES	• Continue to support the Eagle Scout Projects and community projects to enhance the school grounds with landscaping projects. • Work with local boys/girl scouts on service projects around the campus. • Head custodian will prioritize any safety issues and rectify as soon as possible.
RESOURCES NEEDED	• Monies to purchase materials for projects. • Individuals to assist with projects.
PERSONS RESPONSIBLE	• Principal • PTA President • Head Custodian
EVALUATION	• Documentation of landscaping projects • Plans for future projects • Log of safety issues that arise.
TIMELINE	September 2016-June 2017
BUDGET	• Site Allocation Monies $500

COMPONENT TWO:
SCHOOL'S PHYSICAL ENVIRONMENT
CONTINUED

GOAL #1-- OBJECTIVE #2	Refine plan for traffic arriving and departing from our campus parking lots to ensure safety for our students, staff and families.
RELATED ACTIVITIES	• Keep painted areas to identify loading and unloading zones. • Keep crosswalk areas clearly marked. • Keep signage to designate drop off and pick up areas. • Train duty personnel to wear vests and use walkie-talkies. • Notify parents of plan through newsletters and handbook. • Implement citations for individuals who do not follow traffic and loading and unloading rules. • Train students to help with loading and unloading of students. • Continue to consult with CHP • Put up additional 5 MPM signage.
RESOURCES NEEDED	• Monies for purchase of additional vests and walkie-talkies, and signs.
PERSONS RESPONSIBLE	• Principal • Head custodian • Staff
EVALUATION	• Comments from parents and staff on surveys • Feedback from those who supervise parking lot
TIMELINE	September 2016 – September 2017
BUDGET	• Equipment (Intel Monies) $300

COMPONENT TWO:
SCHOOL'S PHYSICAL ENVIRONMENT
CONTINUED

GOAL #1-- OBJECTIVE #3	By the end of the school year, all staff will review, practice and refine our emergency procedures.
RELATED ACTIVITIES	• Staff will review safety plan, which includes emergency procedures. • All staff and students will participate in "Safety Day" at the start of the school year. • Staff will participate in at least one fire drill exercise every month. • Regular lock down drills will be held once a trimester. • Consult with Sherriff's Department on how to better run our lock-down drills. • Head custodian will put together a crisis response box with necessary materials. • Updated emergency kits in all classrooms
RESOURCES NEEDED	• Monies to purchase materials for emergency supplies • Updated emergency folders in all rooms • Contacts within the fire and sheriff department to conduct safety drills • NIMS manual
PERSONS RESPONSIBLE	• Principal • Head custodian and custodial staff • Secretary in charge of purchasing supplies
EVALUATION	• Log of practice emergency drills • Log of staff meetings devoted to emergency preparedness • Completion of crisis response box • An updated NIMS manual
TIMELINE	September 2016 – September 2017
BUDGET	• Emergency supplies $400 (Intel Monies)

COMPONENT TWO:
SCHOOL'S PHYSICAL ENVIRONMENT
CONTINUED

GOAL #1-- OBJECTIVE #4	We will continue the enforcement of our Visitor Identification Policy and explore methods to increase security.
RELATED ACTIVITIES	• Remind parents of our visitor identification procedures in the Parent/Student Handbook and in our monthly parent bulletins. • Redirect all visitors to the office if they are not wearing a visitor's badge. • Alert all staff members to question all visitors who are not wearing proper identification, and to be sure parent visitors and volunteers sign in. • Have head custodian make sure anybody coming on to the campus to do repair work or various projects signs in at the office and gets a visitor's badge. • Staff identification badges will be worn by all staff.
RESOURCES NEEDED	• A plentiful supply of visitor badges • Staff identification badges
PERSONS RESPONSIBLE	• Principal • Staff • Head custodian • Yard duty personnel
EVALUATION	• Monitoring of all visitors for identification • Number of visitors that we have to remind to put on badges • Log of visitors on campus
TIMELINE	September 2016 – June 2017
BUDGET	Visitor's badges ($0)

PART ONE: SAFETY PLAN
GOALS AND OBJECTIVES
COMPONENT THREE:
SCHOOL'S SOCIAL ENVIRONMENT

GOAL #1	To include parents, students, staff, and community members in fostering a positive learning environment and improve in our efforts to communicate a clear understanding about our school vision, goals, and procedures.
OBJECTIVE #1	Throughout the school year, teachers and staff will focus on Social Emotional Learning and that reinforce the positive choices and actions inside and outside of the classroom and then communicate this to our parents. A school-wide pro-social development plan will be adopted by the end of the school year.
RELATED ACTIVITIES	• All students will be responsible for going over the rules and procedures with their parents through the Parent/Student Handbook. • Students will participate in community service projects to promote positive character traits. • Students will be rewarded for positive actions with PAWS and Blue Tickets. • Counselor will continue Conflict Managers (PAWS) in third, fourth, and fifth grades • Students will reinforce positive messages and choice via the school-wide news program. • Principal will read pro-social stories once per trimester to each class. • Student leadership will be role models to all students. • Culture and Climate Committee will be formed with teachers to review SEL goals.
RESOURCES NEEDED	• Student/Parent Handbook on our website or a hard copy for any family that makes a request. • Time at parent nights for staff to communicate about key programs. • Counselor and Principal will work with students to solve problems in a positive way. • Time for staff to work on a school-wide

	SEL goals.
PERSONS RESPONSIBLE	• Principal • Staff • Counselor
EVALUATION	• Number of referrals for arguing, harassment and not solving problems in a positive way (behavior logs) • Parent survey and their perception about their students' feeling safe at school • Student survey on their feelings about safety at school and solving problems • Monitoring of returned forms stating that students have gone over handbook and rules with parents • Monitoring of students by staff exhibiting Positive Actions inside and outside of classroom.
TIMELINE	September 2016 – June 2017
BUDGET	Purchase additional Positive Action & pro-social materials as needed ($400) (Intel Monies) Literature to address SEL goals ($500)

PART ONE: SAFETY PLAN
GOALS AND OBJECTIVES
COMPONENT FOUR:
SCHOOL CULTURAL ENVIRONMENT

GOAL #1	To work with parents, students, staff and community members to continue our efforts to provide a school culture that focuses on the physical, emotional, psychological safety and well-being of our students and staff.
OBJECTIVE #1	By the end of the school year, 100% of the staff will have participated in staff meetings that discuss the goals and objectives for how and why we are building a positive school culture through the newly identified SEL goals and Positive Action.
RELATED ACTIVITIES	• Staff will work to identify SEL goals to be shared school-wide with students and families. • Train yard duty staff in the new goals as well as discipline strategies and how it relates to their assignment
RESOURCES NEEDED	• Time to share and collaborate • Yard Duty staff to be included in goals and objectives for building a positive culture
PERSONS RESPONSIBLE	• Principal • Counselor • Staff
EVALUATION	• Staff meeting agendas that demonstrate lessons and activities pertaining to building a positive school culture
TIMELINE	September 2016 – June 2017
BUDGET	$0

PART ONE: SAFETY PLAN
ALIGNMENT OF GOALS AND VISION

Our goals and objectives are aimed to achieve William Brooks Elementary School's Mission Statement and instill our beliefs throughout our school community. We will work together to help all members of our learning community to develop to their full intellectual, emotional and physical potential. Our goals and objectives have the spirit of William Brooks and the purpose of the School Safety Plan is to create, maintain and celebrate a school environment that promotes respect, safety and learning.

PART ONE: SAFETY PLAN EVALUATION

William Brooks will use a variety of tools to gather information and evaluate the effectiveness of our programs and Safety Plan.

Component	Objective	Evaluation	Persons Responsible
#1	#1	Student and Parent Survey Results	Principal, Counselor
#1	#2	Data of the number of discipline referrals to the office from recess	Principal
#2	#1	Documentation of landscaping projects	Principal, Head Custodian
#2	#2	Parent Survey and feedback from those who supervise parking lot	Principal, Staff
#2	#3	Log of Emergency drills, completed crisis response boxes, an updated NIMS manual	Principal, Head Custodian, Secretary
#2	#4	Monitoring all visitors, and log of visitors on campus	Principal, Staff
#3	#1	Parent and Student Surveys, behavior logs used by PAWS students	Principal, Staff, Counselor
#4	#1	Staff meeting agendas that reflect demonstration lessons and activities pertaining to school culture	Principal, Counselor

PART ONE: SAFETY PLAN
BUDGET

BUDGET SUMMARY:

Staff development	500
Materials	500
Release Time for yard duty staff	300
Landscaping enhancement materials	500
Walkie Talkies/ Vests	300
Emergency supplies	400
Visitor's badges	000
Positive Action materials	400
SEL Library Books	500
	$3400

COMPONENT	ITEM	SOURCE	AMOUNT
#1	Professional Development	School and Library Improvement	$500
	Materials	School and Library Improvement	$500
	Release time for yard duty staff meetings	School and Library Improvement	$300
#2	Enhance school grounds	Site Allocation Money	$500
	Walkie Talkies/ Vests	Intel Monies	$300
	Emergency Supplies	Intel Monies & PTA	$400
	Visitor's Badges	Lifetouch	$0.00
#3	Positive Action materials	Intel Monies	$400
	SEL Literature	School and Library Block Grant	$500

PART ONE: SAFETY PLAN EVALUATION

Component	Objective	Evaluation	Persons Responsible
1	1	Number of times administration/counselor is in classrooms to discuss self-esteem/conflict resolution. School Wide discipline data. Number of office referrals logged into E-School and number of suspensions. Reports of suspicious searches and Hapara logs	• Counselor • Administration
1	1	Number of assemblies scheduled relating to self-esteem/conflict resolution Reports of suspicious searches and Hapara logs	• Administration • PTO Chair
1	2	Number of noon & recess personnel trained	• Administration • Counselor
1	2	Decrease in number of office referrals/ suspensions	• Administration
2	1	Site Council to review the revised emergency procedures	• Administration
2	1	Log of emergency drills	• Administration • Head Custodian
2	2	Annual data on number/type of parent complaints or confrontations	• Administration
3	1	Office referrals to be monitored throughout the school year and at the end of the school year to determine if entries have decreased	• Teachers • Administration
3	1	Number of behavior interventions. Reports of suspicious searches and Hapara logs	• Administration
4	2	Number of parent volunteers fingerprinted	• Administration • School Secretaries
4	2	Number of identification badges issued	• Administration • School Secretaries
4	2	Healthy Kids Survey Data & Parent Survey	• Administration • All school personnel

PART ONE: SAFETY PLAN
BUDGET

COMPONENT	ITEM	SOURCE	AMOUNT
1	Assemblies	PTO	$500
1	Materials for Conflict Managers	Site and Intel (Donations)	$1,000
2	Updated emergency folders, flipcharts	District Office	$600
3	Materials/incentives for Core Values and Positive Action Program	PTO/Donations	$1,500
3	Parent/Student Handbook	Site Funds	$400
4	Fingerprinting	Parents, PTO and Site	$400
4	ID badges	PTO and Site	$100

Guide Menu | Plan Menu

REDI Action Guide

Buckeye Union School District

Valley View Charter Montessori

Guide A

Date Issued: Draft
Last update: Sep 14, 2017

Initial Actions

The individual discovering or receiving information about an incident will take the following steps:

1. Call police, fire or EMS if needed.

2. Activate the emergency system---Notify the IC,

- Your Name
- Nature of incident
- Location of incident
- Severity of injuries or property damage
- Telephone number (as a call back)

3. Take action to protect all personnel, vistors and property. This might include;

- Moving people away
- Isolating and securing the area
- Providing assistance as needed to students and personnel
- Directing public safety responders to the scene

Key Weather Terms

Watch --Threatening weather is likely. Remain alert and be prepared to implement a plan for action. Warning--Severe weather is occuring or has been indicated by radar. Take immediate action.

Command Post Locations

- Primary: District Office, Valley View Elementary School, Building C
- Secondary: Camerado Springs Staff Room

Emergency Numbers

Police/Fire/EMS 911

Incident Commander

Primary IC: Paul Stewart, Principal
530-672 3890 (O) 916-936-9550C)
Alternate Number

Backup IC: Assistant Superintendent, Jackie McHaney
677-2261x1027(O) 916-944-0560

Incident Management Team

Operations: Kellee Sellwood, Secretary
530-672-3890 530-417-5573

Logistics: Dom Pensola, Head Custodian
530-672-3890(O) 530-313-0456(C))

Planning: Amy Geddes, Secretary
530-672-3890 530-558-9371(C)

Adm/Fin: Assistant Superintendent Business
677-2261x1027(O) 916-849-3631(C)
Fiscal Services 677-2261x1008

Public Info: Assistant Superintendent Business Services
530-677-2261x1027 916-849-3631(C)

Safety: Director of Special Education
530-677-2261x1011 916-716-1047(C)

Liaison: Director of Fiscal Services
677-2261x1008(O) 530-417-3233(C)

Intel/Inv: Superintendent Secretary
677-2261x1012(O)

Duck & Cover

- If inside, use a desk or piece of furniture as a shield.
  - Drop to knees with your back to the window.
  - Make body as small as possible.
  - Bury face in arms.
  - Keep eyes closed and ears covered.
- If outside, try to get behind any solid object.

Level of Threat

- Level I
- Level II
- Level III

Evacuation/Relocation Sites

- Primary: William Brooks Elementary
  3610 Park Dr. EDH, CA 95762
  916-933-6618
- Secondary: BUSD District Office
  5049 Robert J Matthews Parkway
  El Dorado Hills, CA 95762
  530-677-9818
- Alternate: _____

Emergency Frequencies/Channels

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BUCKEYE UNION SCHOOL DISTRICT
Board of Trustees

NOTICE OF PUBLIC HEARING

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

Hearing Date: December 13, 2017

Time: 7:00 p.m.

Location: Library at

Valley View Elementary School

1665 Blackstone Pkwy.

El Dorado Hills, CA 95762

1. The District received a charter school petition from the Cottonwood School on November 15, 2017, and will receive public comments to consider the level of support for the petition by teachers employed by the Buckeye Union School District, other employees of the District, parents and community members.

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

BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #: XII.1.

ACTION: Adoption of the Positive Certification of Fiscal Year 2017-18

First Interim Report for the Period Ending

October 31, 2017, and Approval of Budget Revisions

SITUATION:

The First Interim Financial Report affords the District's Board an opportunity to assess how the District is performing financially. Budgets are adopted in June, often before actual funding is known and revisions to the budget are made once the Governor has adopted the State budget. The First Interim Financial Report provides the Board an opportunity to measure actual expenditures as of October 31st to the revised budget and projected expenses. The First Interim Financial Report is important in that it is a verification of the successful implementation of the Adopted Budget and that it is the first analysis of current year projected expenses. The Governing Board of a school district certifies the District's financial condition to the County Office of Education through these reports.

Budget revisions are necessary to update the budget for changes in revenue and expenditure assumptions or estimates. Attached is a summary of the revisions needed. A detailed listing is available for review in the District Office.

PLAN:

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

FISCAL IMPACT:

In June 2017 Governor Brown signed the 2017-18 Enacted State Budget. As you will recall, the LCFF collapsed the majority of State categorical programs and establishes a targeted base rate funding model with supplemental and concentration grant add-ons. The term targeted is used because the State does not expect to fully fund the LCFF until 2020-21.

The primary source of revenue for the District's 2017-2018 proposed budget is LCFF. Each year the State will supply a formula for schools to estimate their funding. The formula starts by establishing a target rate of funding, then the Governor's budget provides for, and subsequently, the legislature adopts a funding gap percentage. This is the amount that Districts will receive toward closing the gap toward the targeted rate for that particular year. Since adoption of the State Budget and the availability of additional information, at First Interim it is now projected that the District will receive a total of $37,197,995 in LCFF funding and $43,707,395 in total funding from all revenue sources. The overall variance between revenue assumptions made at Budget Adoption and First Interim is $634,730.

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

LONG RANGE GOAL:

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

SUPERINTENDENT'S RECOMMENDATION:

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

Buckeye Union School District
2017-18 FIRST INTERIM REPORT
Financial Report as of October 31, 2017
Presented: December 13, 2017

Background

The California Education Code, as updated by AB1200 and AB2756, requires school districts to report on their financial condition at the time of budget adoption and after closing the books with the unaudited actuals. Two interim reports are also required during the Fiscal Year. The First Interim report illustrates a district's financial condition and projections as of October 31st as well as budget revisions based on expenditure and revenue trends and other available information. The following is a summary of the financial position of the Buckeye Union School District as of October 31, 2017. The Governing Board of a school district certifies the district's financial condition to the County Office of Education through these reports. Based on the information contained in the enacted 2017-18 California State budget and the financial information provided in the interim reports, the Buckeye Union School District certifies the District's financial position is positive; the District will meet its financial obligations in the current and subsequent two fiscal years.

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

Comparison of the State's Proposed and Enacted Budget

During the preparation of the Enacted State Budget, there were various components of the May Revision Budget that were either changed, removed, or not included in the Enacted State Budget.

Since the districts' budgets are prepared based on the May Revision, the First Interim incorporates such changes. Illustrated below are the primary provisions and how the Enacted State Budget compares to the May Revise.

Proposition 98 Funding: The Enacted State Budget set Proposition 98 funding for 2017-18 at $74.5 billion, which was relatively close to the May Revise estimate of $74.6 billion.

LCFF Gap Funding and Cost-of-Living-Adjustment (COLA): Funding for the Local Control Funding Formula (LCFF) increased by $1.36 billion rather than by $1.38 billion as

Local Control Funding Formula and Proposition 98

Proposition 98 establishes the minimum funding level for K-14 education. The Legislature and Governor decide annually at what level to fund various educational programs. The Local Control Funding Formula is the model by which state funds are allocated to Local Educational Agencies (LEAs)

LCFF's goal is to: 1) increase transparency and reduce complexity; 2) reduce administrative burden; 3) improve funding equity across school district; and 4) improve local accountability.

projected in May. The increase in funding is still expected to bring the formula to 97% of full implementation.

Illustrated below is a comparison of the gap funding percentages and COLA percentages between the proposed and Enacted State Budget.

Description	2016-17	2017-18	2018-19	2019-20
LCFF Gap Funding % – Proposed	55.03%	43.97%	71.53%	73.51%
LCFF Gap Funding % – Enacted	56.08%	43.19%	66.12%	64.92%
Annual COLA – Proposed	0.00%	1.56%	2.15%	2.35%
Annual COLA – Enacted	0.00%	1.56%	2.15%	2.35%

K-12 One-Time and Block Grant Mandate Funding: The Governor's May Revision included approximately $1.01 billion of one-time discretionary funds for districts, which equaled approximately $170 per student. However, it was recommended that districts not budget for the funds since the funds were being held in abeyance until a recertification of the 2017-18 funding was finalized, which meant districts would not get the contingent funds until 2018-19. Fortunately, the Enacted State Budget does not contain the same conditions, which enables districts to budget the funds in 2017-18; however, it contained an apportionment of $877 million ($147 per ADA) instead of $1.01 billion ($170 per ADA).

In terms of the Mandate Block Grant, the Enacted State Budget includes the California Assessment of Student Performance and Progress (CAASPP) mandate as proposed in the May Revision. It also includes mandated reporter training with an additional $7.9 million to cover the inclusion of the mandate. Lastly, the Enacted State Budget provides an additional $3.5 million relating to a COLA for the program. The sum of the additions amounts to an increase of approximately $2 per ADA.

California Clean Energy Job (Proposition 39): The Enacted State Budget allocated $376.2 million in funding to Proposition 39 for the 2017-18 fiscal year, which remains unchanged from what was proposed in May. This brings the five-year total to $1.75 billion. In addition, the newly adopted Senate Bill (SB) 110 establishes an ongoing but modified version of the Clean Energy Job Creation Program that would be operative only if funds are appropriated for this purpose. SB 110 also appropriates any unallocated funding that is not claimed by LEAs to support the following priorities:

- The first $75 million would support school bus retrofit or replacement. Priority shall be to school districts and county offices operating the oldest school buses or school buses operating in disadvantaged communities
- The next $100 million would support a competitive program that provides low interest and no-interest loans for eligible projects and technical assistance to improve energy efficiency and expand clean energy generation.

Any remaining funds would support the ongoing, but modified, version of the Clean Energy Job Creation Program.

Reserves

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

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

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

On October 11, 2017, Governor Jerry Brown signed Senate Bill (SB) 751 (effective January 1, 2018), which makes changes to the existing school district reserve cap law in the following manner:

- It requires that the reserve cap is triggered in a fiscal year immediately after a fiscal year in which the amount of moneys in the Public School System Stabilization Account is equal to or exceeds 3 percent of the combined total of General Fund revenues appropriated for school districts and allocated local proceeds of taxes (Proposition 98 funding), as specified, for that fiscal year.
- Adjusts the reserve cap from a combined assigned and unassigned ending fund balance based on the size of the district to a combined assigned or unassigned ending balance, in the General Fund (01) and the Special Reserve Fund for Other Than Capital Outlay (17), of 10% of those Funds for all districts (pending clarifying legislation).
- Reserves would be capped at 10% as long as the amount in the Public School System Stabilization Account remained at 3% or greater of the Proposition 98 amount in each preceding year.
    - The State must notify local educational agencies when the conditions are and are no longer applicable.
- Basic aid school districts and districts with fewer than 2,501 average daily attendance are exempt from the reserve cap requirement

Currently, the cap is not expected to be in effect for fiscal year 2017-18 since Proposition 98

funding is expected to be based on Test 2 instead of Test 1. However, the Legislative Analyst Office (LAO) indicated that under a mild recession scenario, Proposition 98 could be funded based on Test 1 in 2019-20.

Senate Bill (SB) 858 continues to require that school districts, starting with the 2015-16 adopted budgets, must add new procedures to the public hearing. The new required procedure consists of providing the following disclosures at the public hearing beginning with the 2015-16 budget adoption:

- The minimum reserve level required in each year; and
- The amount of assigned and unassigned ending fund balance that exceeds the minimum in each year; and
- Reasons for the reserve being greater than the minimum.

Although the State's administration of the LCFF anticipates full funding of the LCFF target in 2020-21 or earlier, it is important to remember that until then, increases in funding will be as the State budget appropriates funding for that purpose. There is no statutorily guaranteed increase in any given year until full implementation is reached. It is also significant to note that while the annual gap-closure percentage estimates may seem large, the remaining gap to fill has shrunk significantly. This means that gap-closure percentages while increasing, will result in significantly smaller actual funding increases for school districts and by 2018-2019, is projected to not be in a sufficient amount to cover the pension cost increases.

Furthermore uncertainty over state revenues, the implementation of Affordable Care Act penalty regimes, costs associated with AB 1522 (expanded sick leave), AB 2393 requirements for classified differential pay, ongoing increases in the state minimum wage, ongoing increases to employee retirement systems, and future facility needs, et cetera, are example of issues the District needs to vigilantly monitor and build in contingencies for these types of expenditure obligations. It is also important to maintain fiscal flexibility by limiting commitments to future increased expenditures based on projections of future revenue growth and to maintain adequate reserves to allow for unanticipated circumstances.

In summary, the LCFF is intended to provide a funding mechanism that is simple and transparent while allowing local educational agencies (LEAs) maximum flexibility in allocating resources to meet local needs. While in theory it is relatively straightforward, it is not in application due to significant unanticipated expenditures being passed on to school districts to cover increased costs such as STRS and PERS, which has adversely affected the financial flexibility that was the cornerstone of the transition from revenue limit funding to the LCFF funding model. Maintaining fiscal flexibility and sufficient reserves will be key to operating in the LCFF funding environment.

Cash Management

Even though the LCFF is projected to bring fiscal relief to LEAs, cash management is also still essential. To date, the District has borrowed only internally for cash, relying on other funds in the District that have cash balances to wait out the time when the EPA funds will be

received. Staff is closely watching cash balances and is taking the necessary steps to ensure that the District is able to meet its financial obligations.

Positive Certification

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

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

REVENUE

The District receives funding for its general operations from various sources. A summary of the major funding sources for 2017-2018 is illustrated below:

Description	Unrestricted	Combined
LCFF Revenue	$37,197,995	$37,197,995
Federal Revenues	$62,455	$855,721
Other State Revenues	$1,566,791	$3,516,390
Other Local Revenues	$424,813	$2,137,289
TOTAL	$33,961,893	$43,707,395

CHART 1: UNRESTRICTED

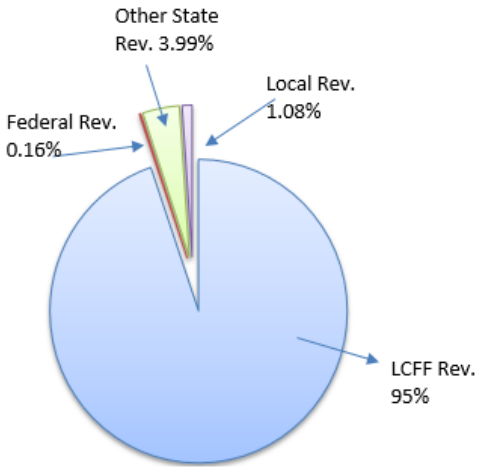
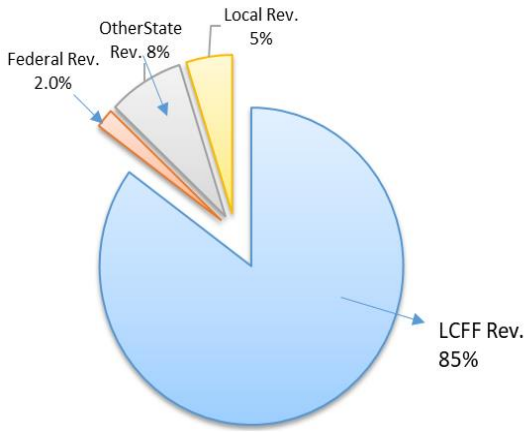


CHART 2: COMBINED



Revenue: Revenue has been revised to include full funding under the Local Control Funding Formula in the current and subsequent years. For Fiscal Year 2017-18 the total funded LCFF Revenue is approximately $37,197,995. Projected LCFF funding for Fiscal Year 2018-19 and Fiscal Year 2019-20 is $37,352,904 and $38,270,413, respectively.

Summary of Unrestricted Revenue Changes:

LCFF Revenue	$571,042	Reflects recalculation of LCFF Entitlement based on increased enrollment
Federal	0	No Adjustment
Other State	$68,676	Lottery Funding Increase and Increase In One Time Funds
Local Revenues	0	No Adjustment
Contributions to Restricted Programs	($41,207)	Increased General Fund support and reallocated to restricted revenue
TOTAL	*$598,510*	

Summary of Restricted Revenue Changes:

LCFF Revenue	0	No Adjustment
Federal	($46,264)	Adjustment in Federal Revenue
Other State	$56,099	Increase in Lottery Funding
Local Revenue	($14,822)	Minor Adjustment in SELPA/Contract Fees
Contributions to Restricted Programs	$41,207	Increased General Fund support and reallocated to restricted revenue
TOTAL	*($36,220)*	

Multi-Year Combined Revenue Projections:

	2017-2018	2018-2019	2019-2020
Description	**Combined**	**Combined**	**Combined**
LCFF Revenue	$37,197,995	$37,352,904	$38,270,413
Federal Revenues	$855,721	$901,985	$865,721
Other State Revenues	$3,516,390	$2,724,615	$2,780,714
Other Local Revenues	$2,137,289	$2,152,111	$2,160,470
TOTAL	$43,707,395	$43,131,615	$44,023,318

EXPENSES

The General Fund is used for the majority of the functions within the District. As illustrated below, salaries and benefits comprise approximately 86% of the District's unrestricted budget.

Adjustments were made to salaries and benefits to reflect changes in position control since Budget Adoption. The other major change to expenditures is the appropriation of unrestricted site carryovers and the appropriation of the designated curriculum funds.

Description	Unrestricted	Combined
Certificated Salaries	$16,953,730	$18,808,449
Classified Salaries	$4,222,943	$6,290,586
Employee Benefits (H&W; Taxes; STRS/PERS)	$7,558,376	$10,648,930
Books and Supplies	$3,446,206	$4,837,885
Other Operating Expenditures	$1,020,523	$2,768,841
Capital Outlay	$50,298	$50,298
Other Outgo	-	$131,612
TOTAL	$33,516,515	$44,133,838

Summary of Unrestricted Expenditure Changes:

Certificated Salaries	$92,560	Alignment of Budget; Certificated Staffing Increase in Position Control Since May
Classified Salaries	($12,496)	Alignment of Budget; Classified Staffing Adjustment in Position Control Since May
Benefits	($299,833)	Adjustment in Benefits based on use trends and changes in position control since May
Books & Supplies	$1,657,043	Posting of Site carryover/SLBG/Technology/CCSS Curriculum
Operating Exp.	($7,053)	Reallocation of Site carryover to restricted 4000 and 5000 once expenditures are identified; insurance adjustment
Capital Outlay	($24,702)	Decrease in cost of Vans
Other Outgo	$140,673	Posting of Deferred Maintenance Contribution
TOTAL	*$1,546,191*	

Summary of Restricted Expenditure Changes:

Certificated Salaries	$39,994	Alignment of Budget; Certificated Staffing Increase in Position Control Since May
Classified Salaries	($197,819)	Alignment of CBA Settlement With Budget; Classified Staffing decrease in Position Control Since May
Benefits	0	
Books & Supplies	$847,922	Posting of Site carryover/SLBG/Technology/CCSS Curriculum
Operating Exp.	$126,609	Reallocation of Site carryover
Capital Outlay	0	
Other Outgo	$91,338	Transfer of carryover restricted dollars
TOTAL	*$2,454,235*	

Multi-Year Combined Expenditure Projections:

	2017-2018	2018-2019	2019-2020
Description	**Combined**	**Combined**	**Combined**
Certificated Salaries	$18,808,449	$18,978,449	$19,148,449
Classified Salaries	$6,290,586	$6,365,586	$6,440,586
Employee Benefits (H&W; Taxes; STRS/PERS)	$10,648,930	$11,212,646	$11,914,501
Books and Supplies	$4,837,885	$2,327,885	$2,317,790
Other Operating Expenditures	$2,768,841	$2,880,356	$2,754,285
Capital Outlay	$50,298	$75,000	$75,000
Other Outgo	$131,612	$728,849	$588,176
TOTAL	$44,133,838	$42,568,772	$43,238,788

ASSUMPTIONS

Gap Funding & COLA: The growth factors and COLA applied to reaching the Local Control Funding Formula target funding are as follows:

Fiscal Year	2017-18	2018-19	2019-20
% Gap Growth	43.19%	86.12%	64.92%
COLA	1.56%	2.15%	2.35%

ADA: Enrollment figures to date show an *overall* increase in ADA from prior year and it is projected the district's P-2 ADA will be approximately 4622, reflecting a small decline in the traditional schools. As a result, for the 2017-2018 school year, the District is being funded on the 2016-2017 ADA calculations for its traditional program and on the current year ADA calculations for its dependent charter school. Assuming this trend holds through the year, the District will feel the impact of the decline in ADA in the 2018-2019 budget year, which is anticipated to be offset by the charter school enrollment.

One-Time Funding (Approx. $147): One-time funding was included in Fiscal Year 2017-18.
Lottery Revenue: Unrestricted lottery funding is included in 2017-18 at $146/ADA in the current and subsequent fiscal years. Restricted lottery funding is included in 2017-18 at $48 in the current and subsequent fiscal years.

*Forest Reserve***:** While steps are being taken for a long-term reauthorization of Forest Reserve, the authorization is uncertain and as a result is excluded from the 2017-2018 budget and subsequent fiscal years.

Mandated Costs: The District will receive $30.34 per ADA for grades K-8, and Charter schools will receive $15.90 per ADA for grades K-8.

STRS Employer Rates: The District contribution for STRS rates is included in the 2017-18 budget at 14.43%; in 2018-19 at 16.28% and in 2019-20 at 18.13%.

PERS Employer Rates: The District contribution for PERS rates is included in the 2017-18 budget at 15.531%; in 2018-19 at 18.10% and in 2019-20 at 20.80%.

Multi-Year Financial Projections

In order to truly understand the financial picture of the district, the current year's budget needs to be projected into the future. The projections for 2018-19 and 2019-20 include the following assumptions:

- Revenue has been revised to include full funding under the Local Control Funding Formula;
- The growth factors and COLA applied to reaching the Local Control Funding Formula target funding are as follows:

Fiscal Year	2017-18	2018-19	2019-20
% Gap Growth	43.19%	86.12%	64.92%
COLA	1.56%	2.15%	2.35%

- One-time revenues and expenses removed;
- Step/column costs;
- Reasonable increases to supply and operating expense accounts;
- Reasonable increases to technology expense accounts
- Changes to the number of staff to support students in special programs, CCSS transition and class sizes; and curriculum adoptions;
- No COLA Adjustments, with exception of programs outside of LCFF (Transportation and TIG Add-ons receive no COLA)
- Programs outside LCFF assumes COLA as follows: 2.15% for 2018-19 and 2.35% for 2019-20.

Given these assumptions, it is projected that the district will have excess revenues of $445.379 in 2017-2018, however, it should be noted that no labor settlements have been reached with any represented or unrepresented bargaining groups/individuals and as a result, the District is planning for deficit spending in its General Fund for 2017-18 when labor settlements have been reached. It is projected that the district will have an operating deficit in its Restricted Funds of approximately $871,824. However, it should be noted that at Budget Adoption "carry over" was not included in the revenue available to balance the restricted resources. We have since closed the books and the restricted resources balance, with a projected ending balance at first interim of $434,407.

Financial Analysis of the Cafeteria Fund

The Cafeteria Fund is not self-supporting and is expected to require an approximately $80,504 contribution from the General Fund in the current and subsequent two years.

Other Funds

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

Buckeye Union School District
2017-2018
First Interim to Budget Comparison

			2017-2018 1st Interim				*2017-2018 Budget*				*Variance*		
			a	*b*	*c*		*d*	*e*	*f*		*g*	*h*	*i*
	REVENUES	Account	***Unrestricted***	***Restricted***	***Total***		***Unrestricted***	***Restricted***	***Total***		***Unrestricted***	***Restricted***	***Total***
1	LCFF Funding	8000	37,197,995	-	37,197,995		36,626,953	-	36,626,953		571,042	-	571,042
2	Federal Revenues	8100-8299	62,455	793,266	855,721		62,455	839,530	901,985		-	(46,264)	(46,264)
3	Other State Revenues	8300-8599	1,566,791	1,949,599	3,516,390		1,498,115	1,893,500	3,391,615		68,676	56,099	124,775
4	Local Revenues	8600-8799	424,813	1,712,476	2,137,289		424,813	1,727,298	2,152,111		-	(14,822)	(14,822)
5	Transfers In (Non-operational)	8900			-				-		-	-	-
6	Contributions to Restricted Programs	8980	(5,290,160)	5,290,160	(0)		(5,248,953)	5,248,953	-		(41,207)	41,207	(0)
7	TOTAL REVENUES		33,961,893	9,745,501	43,707,394		33,363,383	9,709,281	43,072,664		598,510	36,220	634,730
8													
9	EXPENDITURES												
10	Certificated Salaries	1000	16,953,730	1,854,719	18,808,449		16,861,171	1,814,725	18,675,896		92,560	39,994	132,554
11	Classified Salaries	2000	4,222,943	2,067,644	6,290,586		4,235,439	2,265,463	6,500,902		(12,496)	(197,819)	(210,315)
12	Employee Benefits	3000	7,558,376	3,090,554	10,648,930		7,858,209	3,090,554	10,948,764		(299,833)	-	(299,833)
13	Books & Supplies	4000	3,446,206	1,391,679	4,837,885		1,789,163	543,757	2,332,920		1,657,043	847,922	2,504,965
14	Services & Operating Expenses	5000	1,020,523	1,748,318	2,768,841		1,027,576	1,621,709	2,649,285		(7,053)	126,609	119,556
15	Capital Outlay	6000	50,298		50,298		75,000		75,000		(24,702)	-	(24,702)
16	Other Outgo/Transfers Out	7000 except 7300	396,051	332,798	728,849		255,378	241,460	496,838		140,673	91,338	232,011
17	Indirect Support	7300-7399	(131,612)	131,612	-		(131,612)	131,612	-		-	-	-
18	TOTAL EXPENDITURES		33,516,515	10,617,325	44,133,838		31,970,324	9,709,281	41,679,605		1,546,191	908,044	2,454,235
19													
20	EXCESS (DEFICIENCY) OF REVENUES												
21	OVER EXPENDITURES	(A-B)	445,379	(871,824)	(426,444)		1,393,059	-	1,393,059		(947,680)	(871,824)	(1,819,504)
22												-	-
23	BEGINNING BALANCE, July 1		6,980,915	1,306,231	8,287,146		6,980,915	1,306,231	8,287,146		(0)	-	0
24	ACTUAL ENDING BALANCE, June 30		7,426,294	434,407	7,860,701		8,373,974	1,306,231	9,680,205		(947,680)	(871,824)	(1,819,504)
25													
26	COMPONENTS OF ENDING BALANCE												
27	***RESERVED***												
28	Revolving Cash	9711	1,000	-	1,000		1,000	-	1,000		-	-	-
29	Prepaid Expenditures	9713		-	-		66,011	-	66,011		(66,011)	-	(66,011)
30	***RESTRICTED***	9740		-	-			-	-		-	-	-
31	***DESIGNATED***		-	434,407	434,407		1,899,225	1,306,231	3,205,456		(1,899,225)	(871,824)	(2,771,049)
32	Required Reserve for Economic Uncertainties (3%)	9789	1,324,015	-	1,324,015		1,250,388	-	1,250,388		73,627	-	73,627
33	Board Reserve for Economic Uncertainties (1%)	9789	441,338	-	441,338		416,796	-	416,796		24,542	-	24,542
34	Additional Economic Uncertainty reserve	9789	5,659,941	-	5,659,941		4,740,554	-	4,740,554		919,387	-	919,387
37	Total Undesginated Amount	9789	0	0	0		0	0	0		-	0	-
38	*Special Reserve Fund Balance*		***366,099***	***0***	***366,099***		***366,099***	***0***	***366,099***		0	0	0

Buckeye Union School District
2017-2018 First Interim
Multi-Year Projections

			2017-2018 First Interim			2018-2019 Projected Budget			2019-2020 Projected Budget		
			a	*b*	*c*	*d*	*e*	*f*	*g*	*h*	*i*
	REVENUES	Account	***Unrestricted***	***Restricted***	***Total***	***Unrestricted***	***Restricted***	***Total***	***Unrestricted***	***Restricted***	***Total***
1	LCFF Funding	8000	37,197,995	-	37,197,995	37,352,904	-	37,352,904	38,270,413		38,270,413
2	Federal Revenues	8100-8299	62,455	793,266	855,721	62,455	839,530	901,985	62,455	803,266	865,721
3	Other State Revenues	8300-8599	1,566,791	1,949,599	3,516,390	831,115	1,893,500	2,724,615	831,115	1,949,599	2,780,714
4	Local Revenues	8600-8799	424,813	1,712,476	2,137,289	424,813	1,727,298	2,152,111	336,131	1,770,339	2,106,470
5	Transfers In (Non-operational)	8900			-		-	-			-
6	Contributions to Restricted Programs	8980	(5,290,160)	5,290,160	-	(5,099,060)	5,099,060	-	(5,544,220)	5,544,220	-
7	TOTAL REVENUES		33,961,893	9,745,501	43,707,395	33,572,227	9,559,388	43,131,615	33,955,894	10,067,424	44,023,318
8											
9	EXPENDITURES										
10	Certificated Salaries	1000	16,953,730	1,854,719	18,808,449	17,083,730	1,894,719	18,978,449	17,333,724	1,814,725	19,148,449
11	Classified Salaries	2000	4,222,943	2,067,644	6,290,586	4,297,943	2,067,644	6,365,586	4,372,943	2,067,644	6,440,586
12	Employee Benefits	3000	7,558,376	3,090,554	10,648,930	8,012,136	3,200,510	11,212,646	8,394,192	3,520,309	11,914,501
13	Books & Supplies	4000	3,446,206	1,391,679	4,837,885	1,786,206	541,679	2,327,885	1,789,163	528,627	2,317,790
14	Services & Operating Expenses	5000	1,020,523	1,748,318	2,768,841	1,055,523	1,824,833	2,880,356	1,082,576	1,671,709	2,754,285
15	Capital Outlay	6000	50,298		50,298	75,000	-	75,000	75,000	-	75,000
16	Other Outgo/Transfers Out	7000 except 7300	396,051	332,798	728,849	396,051	332,798	728,849	255,378	332,798	588,176
17	Indirect Support	7300-7399	(131,612)	131,612	-	(131,612)	131,612	-	(131,612)	131,612	-
18	TOTAL EXPENDITURES		33,516,515	10,617,325	44,133,838	32,574,977	9,993,795	42,568,772	33,171,364	10,067,424	43,238,788
19											
20	EXCESS (DEFICIENCY) OF REVENUES										
21	OVER EXPENDITURES	(A-B)	445,379	(871,824)	(426,443)	997,250	(434,407)	562,843	784,530	-	784,530
22											
23	BEGINNING BALANCE, July 1		6,980,915	1,306,231	8,287,146	7,426,294	434,407	7,860,701	8,423,544	-	8,423,544
24	ACTUAL ENDING BALANCE, June 30		7,426,294	434,407	7,860,701	8,423,544	-	8,423,544	9,208,074	-	9,208,074
25											
26	COMPONENTS OF ENDING BALANCE										
27	Reserved										
28	Revolving Cash	9711	1,000	-	1,000	1,000	-	1,000	1,000	-	1,000
29	Prepaid Expenditures	9713	-		-		-	-			-
30	***RESTRICTED***	9740	-	434,407	434,407	-		-	-		-
31	***DESIGNATED***				-		-	-		-	-
32	Required Reserve for Economic Uncertainties (3%)	9789	1,324,015	-	1,324,015	1,277,063	-	1,277,063	1,297,164	-	1,297,164
33	Board Reserve for Economic Uncertainties (1%)	9789	441,338		441,338	425,688		425,688	432,388		432,388
34	Additional Economic Uncertainty reserve	9789	5,659,941	0	5,659,941	6,719,793	0	6,719,793	7,477,522	0	7,477,522
37	Total Undesginated Amount	9789	0	0	0	0	0	0	0	0	0
38	*Special Reserve Fund Balance*		***366,099***	***0***	***366,099***	***366,849***	***0***	***366,849***	***367,599***	***0***	***367,599***

2017-2018
First Interim
Other Funds

			Food Service	Deferred Maintenance	Special Reserve	Bond	Developer Fees	State School Building	County School Facilities	Capital Project Fund - Mello Roos	Bond Interest and Redemption
	REVENUES	Account	***13***	***14***	***17***	***21***	***25***	***31***	***35***	***49***	***51***
1	Apportionment Funding	8000	-	-	-	-					
2	Federal Revenues	8100-8299	490,570	-	-	-					
3	Other State Revenues	8300-8599	15,000		-	-			-	-	-
4	Local Revenues	8600-8799	450,000	3,580	1,637	3,045	251,773	1,839	61,700	118,183	1,895,254
5	Transfers In	8900	80,504	165,000	-	-	-		-		
6	Contributions to Restricted Programs	8980	-	-	-	-			-	1,562,615	
7	TOTAL REVENUES		1,036,074	168,580	1,637	3,045	251,773	1,839	61,700	1,680,798	1,895,254
8											
9	EXPENDITURES										
10	Certificated Salaries	1000	-	-	-						
11	Classified Salaries	2000	387,050	-	-		59,484				
12	Employee Benefits	3000	159,784	-	-		77,287				
13	Books & Supplies	4000	405,685	-	-	-	-				
14	Services & Operating Expenses	5000	82,772	-	-		19,775				
15	Capital Outlay	6000	-	168,580	-	-	33,963		1,255,082		1,816,837
16	Other Outgo/Transfers Out	7000 except 7300	-	-	-		-		-	2,390,280	-
17	Indirect Support	7300-7399	-	-	-						
18	TOTAL EXPENDITURES		1,035,291	168,580	-	-	190,509	-	1,255,082	2,390,280	1,816,837
19											
20	EXCESS (DEFICIENCY) OF REVENUES										
21	OVER EXPENDITURES	(A-B)	783	-	1,637	3,045	61,264	1,839	(1,193,382)	(709,482)	78,417
22											
23	BEGINNING BALANCE, July 1		72,923	895,684	364,462	401,917	1,823,895	409,360	12,172,454	4,964,968	1,063,855
24	ACTUAL ENDING BALANCE, June 30		73,706	895,684	366,099	404,962	1,885,159	411,199	10,979,072	4,255,485	1,142,272
	All balances are restricted or assigned										

BUCKEYE UNION SCHOOL DISTRICT

PERSONNEL UPDATE
December 13, 2017

I. NEW CERTIFICATED/ADMINISTRATIVE STAFF

None

II. NEW CLASSIFIED/CLASSIFIED MGMT/CONFIDENTIAL STAFF

Jennifer McKay	-Teacher Associate (OH) at 6.25 hours per day (5.25 hours on early release Wednesday) at Blue Oak Elementary School -Effective November 27, 2017
Melanie Sweeney	-Crossing Guard at 1 hour per day (morning & afternoon) at Blue Oak Elementary School -Effective November 29, 2017
Joshua Taylor	-Computer Technician at 8 hours per day at District Office -Effective December 6, 2017

III. CHANGE OF STATUS

A. Certificated/Administrative

None

B. Classified

Catherine Draher	-Cafeteria Associate at 3.25 and 1.25 hours per day at Buckeye Elementary School -Now Cafeteria Associate at 3 hours per day at Silva Valley Elementary School and 1.25 hours per day at Buckeye Elementary School -Effective January 3, 2018
Hailey Glatz	-Cafeteria Associate at 2 hours per day at Valley View Charter Montessori School -Now Cafeteria Associate at 2 hours per day at Valley View and Custodian at 1.5 hours per day at Buckeye-Central Kitchen -Effective November 17, 2017
Hoalli Gruenwald	-Teacher Associate at 2 hours per day and Playground Monitor at 1 hour per day at Buckeye Elementary School -Now Teacher Associate at 2.5 hours per day and Playground Monitor at .5 hours per day at Buckeye Elementary School -Effective November 29, 2017
Sheila Istvanick	-Playground Monitor at 2 hours per day at Blue Oak Elementary School -Now Playground Monitor at 2.25 hours per day at Blue Oak Elementary School -Effective November 27, 2017

Lori Maldonado-Torres	-Teacher Associate at 2.25 hours per day at Buckeye Elementary School -Now Teacher Associate at 2.25 hours per day and Playground Monitor at .5 hours per day at Buckeye -Effective November 29, 2017
Delia Rangel	-Playground Monitor at 1.75 hours per day (.75 on early release Wednesdays) Now Playground Monitor at 2.25 hours per day (1.25 on early release Wednesdays) -Effective January 3, 2018
Heidi Yaeger	-Custodian at 8 hours per day at Camerado Middle School -Now Custodian at 8 hours per day at William Brooks Elementary School -Effective December 18, 2017

IV. LEAVE OF ABSENCE REQUEST

A. Certificated
None

B. Classified
None

V. RESIGNATION

A. Certificated
None

B. Classified

Tami Merlo	-Playground Monitor at Valley View Charter Montessori -Effective November 17, 2017
Ken Salabert	-Playground Monitor at Rolling Hills Middle School -Effective December 8, 2017
Sean Stapleton	-Custodian at William Brooks Elementary School -Effective December 1, 2017

VI. RETIREMENT

A. Certificated
None

B. Classified/Confidential
None

BUCKEYE UNION SCHOOL DISTRICT
Board of Trustees

NOTICE OF PUBLIC HEARING

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

Hearing Date: December 13, 2017

Time: 7:00 p.m.

Location: Library at

Valley View Elementary School

1665 Blackstone Pkwy.

El Dorado Hills, CA 95762

1. The District received a charter school petition from the Cottonwood School on November 15, 2017, and will receive public comments to consider the level of support for the petition by teachers employed by the Buckeye Union School District, other employees of the District, parents and community members.

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

CFD 2007-1 Facilities Report for 16/17 Fiscal Year

The School District reports the following concerning the status of the authorized facilities of the CFD as of November 30, 2017, and the FY 2016/2017 revenues and expenditures.

The school did not open for the 16/17 school year, but all of the primary construction is complete. The Board voted to open Valley View Charter Montessori for the 17/18 school year on February 15, 2017. As a result of the approval, the District purchased furniture and equipment for the classrooms, administration building, library, band room, and physical education facilities. Total expenditures from the furnishing and equipment budget were $398,067.33.

Debt services paid to construct the school totaled $818,269.22. Costs to manage the CFD and prepare the tax roll for the county were $7,119.96.

Income generated from CFD 2007-1 is reported at $1,482,887.82. There was also $1,111.21 in fees that are in arrears for the fiscal year.

BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #: XII.3.

ACTION: Authorization to Enter Into a Contract for Services with Kirk S. Brainerd, Architect, to Prepare Construction Documents and Provide Construction Administration Services for the Valley View Charter Montessori Building Addition Project

SITUATION:

On October 4, 2017, the Board took action to authorize staff to enter into a contract for the acquisition of the following relocatable classrooms:

1) 1 each, 30x32 DSA Approved Classroom – Kindergarten Area for Extended Day; and
2) 1 each, 30x32 DSA Approved Classroom – Standard Teaching Station/Classroom
3) 1 each 180 x32 , DSA Approved Classroom/Restroom Wing, which consists of the following:
    a. Boys and Girls PE Locker Rooms (2);
    b. Band Classroom (1);
    c. Bio-life Science Classroom (1);
    d. Standard Teaching Station/Classroom (1); and
    e. Boys and Girls Restroom Wing

with American Modular Systems, utilizing the Santa Rita Union School District Contract No. 2015-16-1A Piggy-Back Bid to ensure timely manufacturing and delivery of the buildings for project completion prior to the start of the 2018-2019 school year.

The District is now at the point in this process of contracting with an Architect to prepare the plans and specifications for the associated site work and placement of the buildings for the Valley View Charter Montessori Classroom Building Addition Project.

PLAN:

The plan is to have the Board authorize staff to enter into a contract for services with Kirk S. Brainerd (Architect) to prepare construction documents and to provide for construction administration services for the Valley View Charter Montessori Classroom Building Addition Project.

FISCAL IMPACT:

The contract for services is a fixed flat fee of Seventy- Eight Thousand ($78,000.00). This Project will have no impact on the District's General Fund, as the funding source for this Project is Fund 35.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board authorize staff to enter into a contract for services with Kirk S. Brainerd (Architect) to prepare construction documents, and administration services for the Valley View Charter Montessori Classroom Building Addition Project.

BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #: XII.4.

Organization of the Board: Election of Officers, Calendar Dates, Time and Place of Meetings, Appointments to Committees

SITUATION:

The Board is required to hold an organizational meeting annually to elect officers and to set the dates, times and place for meetings.

PLAN:

- Officers to elect: President and Clerk
- Adopt a calendar of meeting dates for 2018
- Establish the time and place of meetings for 2018
- Appoint committee membership for the following:
  - Representative to the El Dorado County School Boards Association
  - El Dorado Schools Financing Authority
  - District Committees:
    - LCAP Parent Advisory Committee
    - Budget Advisory Committee
    - Wellness Committee

FISCAL IMPACT:

N/A

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board elect a President and a Clerk, adopt a 2018 board meeting calendar, establish the time and place for meetings in 2018, and appoint committee memberships as noted above.

BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #: XII.6.

ACTION:
Establish First Day of School for the 2018-2019 School Year

SITUATION:
It is the responsibility of the Board to set the first day of school for each school year.

PLAN:
The plan is to have the Board establish the first day of school for the 2018-2019 school year. The District is required to negotiate the remainder of the school year calendar with its employee bargaining groups.

FISCAL IMPACT:
The calendar should be designed to maximize student learning and ADA revenue.

SUPERINTENDENT'S RECOMMENDATION:
After consideration of community input regarding the start date, the Superintendent recommends that the Board select the first day of school for the 2018-2019 school year.