AGENDA

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, January 17, 2018
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)

3. ANTICIPATED LITIGATION - CONFERENCE WITH COUNSEL
Significant exposure to litigation pursuant to Government Code Section 54956.9(d)(2(e))(3). Receipt of Government Tort Claim threatening litigation. 1 claim. Claimant: Student Possible Action

4. Superintendent Evaluation

IV. RECONVENE IN OPEN SESSION & FLAG SALUTE

V. ROLL CALL

VI. APPROVAL OF AGENDA

VII. PUBLIC COMMENTS

VIII. PRESENTATION

1. Camerado Springs Middle School Student Representative: Kieran Wicks and Josh Huber
2. Curriculum Update: Patty Randolph

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
6 Reports and Requests by Board Members
7. Enrollment Report: Jackie McHaney
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 Regular Meeting, November 15, 2017
3. Personnel Update
4. 2017/2018 School Accountability Report Cards: Blue Oak Elementary, Charter Montessori Valley View Campus, Buckeye Elementary, Oak Meadow Elementary, Silva Valley Elementary, William Brooks Elementary, Camerado Springs Middle and Rolling Hills Middle
5. Declaration of Surplus Items: District Office

XI. REVIEW & ACTION ITEMS

1. Cottonwood School- El Dorado Hills Charter School Petition
   Pursuant to Education Code section 47605, the Board will make a final decision regarding granting or denial of the Cottonwood School-El Dorado Hills charter petition. The Board may deny the petition with adopted factual findings or grant the petition for a term of up to five (5) years.

   (Jackie McHaney, Asst. Superintendent)

2. Board Acceptance of the Annual Audit Report for the Year Ending June 30, 2017

   (Jackie McHaney, Asst. Superintendent)

3. Accept the Measure K Bond Building Fund Annual Performance Audit Report for the Year Ending June 30, 2017

   (Jackie McHaney, Asst. Superintendent)

4. Approved Revised Board Calendar for 2018

   (David Roth, Ph.D., Superintendent)

5. First reading of the following recommended revised Administrative Regulation (AR).

AR 5117 Inter-district Attendance Permits

(David Roth, Ph.D., Superintendent)

XII. NEXT MEETING

- Wednesday, February 7, 2018; 7:00 p.m.

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.

Campus: Shingle Springs
Principal: Kim Zawilski
Report Month: January 2018
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	20	+1
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	17	+1
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	24	+2
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:	459						
LOTTERY BINDER:	**K**	**1st**	**2nd**	**3rd**	**4th**	**5th**	**6th**	**7th**	**8th**
2017-2018	43	23	9	17	13	15	9	7	1

ENROLLMENTS & DISENROLLMENTS

STUDENT NUMBER	GRADE LEVEL	REASON	EXIT INTERVIEW?	COPY TO ADMIN.
2483257590	1st	Moved to school where mother works	Yes	
1773039734	K	Parent moved to Home School Program	Yes	
6974285297	2nd	Parent moved to Home School Program	Yes	
	K	Student selected in Lottery (Sibling Twin)	N/A	
	K	Student selected in Lottery (Sibling Twin)	N/A	
	3rd	Sibling of current student selected in Lottery	N/A	

DISCIPLINE

SUSPENSIONS:		EXPULSIONS:	
CURRENT: 1	**YTD: 3**	**CURRENT:** 0	**YTD:** 0

CLUB MONTESSORI

CLUB MONTESSORI STAFF	HOURS	CPR CERTS
Leanne Winslow (M-F)	2:00 - 5:00	Yes
Mikayla Ralph (M-F)	7:00 - 8:30	Yes
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:	25
EARLY RELEASE DAYS:	80
PUNCH CARDS:	27

STUDENT HEALTH AND SAFETY

TOPIC	GRADE	DATE	AGENCY
Hearing Screening	K, 2, 5 & 8	08/24/17	Contract Nurses
Vision Screening	1, 3 & 6	08/24/17	Contract Nurses
Scoliosis	7(F), 8(M)	08/24/17	Contract Nurses
Drug Education	7, 8	Winter	Health Curriculum
Sexual Health	7, 8	Spring	Health Curriculum

EMERGENCY DRILLS	DATE
Fire/Evacuation	11/30/17
Earthquake	09/22/17
Lockdown/Shelter in Place	12/11/17
Club M – Fire Drill	01/03/18
Club M – Earthquake	08/02/17
Club M – Lockdown/Shelter in Place	12/11/17

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:

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
Intel PC Pals	$14,825	Middle School Technology

COMMENTS

Prior to our winter break, students at all grade levels took the time to reflect on their hopes and dreams for the upcoming New Year. While students were writing their "resolutions", a photographer from the Mountain Democrat was on site taking photographs. The students' resolutions and photographs were featured in a recent edition of the local newspaper. It is always fun to see your work published in the newspaper!

Happy New Year
from the
CMP Shingle Springs Team!

Enrollment Update from Head of School

Rising Sun Montessori School 1/08/18

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	31	7
Dan Olenchuk	4-6 Pegasus	CTC	Lower Elementary	Yes	25	24	-1
Susan Parker	4-6 Phoenix	CTC	Lower and Upper Elementary	Yes	25	21	-4
Karl Zierhut	7-8 Taurus	CTC	Secondary IP	Yes	24	21	-3
				Totals:	118	123	5

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
8135	4-Dec-2017	General Fund	01	$608.05	1
8136	6-Dec-2017	General Fund	01	$33,286.68	25
8137	7-Dec-2017	General Fund	01	$15,535.06	9
8138	7-Dec-2017	State Building Fund	35	$11,445.28	8
8139	6-Dec-2017	Developer Fees	25	$895.69	1
8140	7-Dec-2017	Cafeteria	13	$28,809.17	5
8141	11-Dec-2017	General Fund	01	$81,152.73	37
8142	13-Dec-2017	General Fund	01	$23,569.83	13
8143	13-Dec-2017	General Fund	01	$48,273.95	46
8144	13-Dec-2017	Cafeteria	13	$11,314.16	7
8145	14-Dec-2017	General Fund	01	$2,247.13	2
8146	14-Dec-2017	Developer Fees	25	$10,000.00	1
8147	14-Dec-2017	State Building Fund	35	$137,158.84	4
8148	18-Dec-2017	General Fund	01	$31,713.13	11
8149	15-Dec-2017	General Fund	01	$56.51	1
8150	19-Dec-2017	General Fund	01	$587.15	1
8151		On Jan Warant List	35		
8152	19-Dec-2017	Cafeteria	13	$17,398.93	4
8153	19-Dec-2017	General Fund	01	$8,115.78	1
8154	26-Dec-2017	General Fund	01	$19,216.22	27
8155	27-Dec-2017	General Fund	01	2,830.36	1
8156	25-Dec-2017	Health and Welfare	01	523,617.62	10
				$1,007,832.27	215

MINUTES

REGULAR MEETING
OF THE BOARD OF TRUSTEES
BUCKEYE UNION SCHOOL DISTRICT

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

Wednesday, November 15, 2017
Library: Valley View Elementary School

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

I. CALL TO ORDER
The meeting was called to order by Kirk Seal at 6:10

II. PUBLIC COMMENTS
None

III. ADJOURN TO CLOSED SESSION

1. Conference with District Negotiators Superintendent David Roth Ph.D. and Assistant Superintendent Jackie McHaney in reference to negotiations with the Buckeye Teachers' Association (BTA)
2. Conference with District Negotiators Superintendent David Roth Ph.D. and Assistant Superintendent Jackie McHaney in reference to negotiations with the California School Employees Association (CSEA)

IV. RECONVENE TO OPEN SESSION & FLAG SALUTE
The Board reconvened to open session at 7:02 p.m. with a motion from Gloria Silva and seconded by Kirk Seal. The motion carried 4-0. Winston Pingrey led the flag salute.

V. CLOSED SESSION ANNOUNCEMENTS
None

VI. ROLL CALL

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

VII. APPROVAL OF AGENDA

Brenda Hanson-Smith, Ph.D. made a motion to approve the agenda, and Gloria Silva seconded the motion. The motion carried 4-0.

VIII. PUBLIC COMMENTS

Darryl Collins submitted an independent charter petition for the Cottonwood School by Inspire Charter School.

Erik Nordquist, Teacher from Brooks Elementary, thanked the Board and District for the trip to Washington D.C. for the Blue Ribbon Award Ceremony for Brooks Elementary.

IX. PRESENTATIONS

1. Camerado Springs Middle School Student Representative: Kieran Wicks, Student Body President, reported that leadership held their Senior Ball, and it was quite successful, everyone had a wonderful time. Camerado students are now getting ready to hold their Can Food Drive. Students just finished Red Ribbon week. Point Break for the 7th and 8th graders just finished. The Robotics Club placed 3rd place in a recent competition. The end of the trimester 100 merit lunch is coming up for students.

2. Employee Recognition: Buckeye Union Elementary School

- Classified Employee: Ms. Devine and her staff recognized Melissa Miller. Ms. Miller has been employed as yard duty and school crossing guard at Buckeye Elementary since 2015. Staff members commented that she performs her all her duties with understanding and compassion and takes care of our students. Melissa is also seen as an excellent problem solver when issues arise. Mrs. Devine also noted that Melissa enjoys the students and her job and is fun to work with. All staff love her. Ms. Devine congratulated Melissa on being selected for the award. Superintendent Roth presented Melissa with a certificate and thanked Melisa for all her hard work and service on behalf of our students.

- Certificated Employee: Ms. Devine and her staff recognized Lauren Wascher. Ms. Wascher is employed has been employed as a Resource Specialist teacher at Buckeye Elementary since 2013. Staff members commented that about how well Lauren performs her duties. She care deeply for her students, has their best interest in mind at all times, and simply goes above and beyond to meet student needs and support staff. Lauren also assisted in implementing a student garden from a grant they received. Lauren is also the Co-Leader for student council. She has fabulous school spirit. Superintendent Roth presented Lauren with a certificate and thanked Lauren for all her hard work and dedication to students.

3. Silva Valley Elementary 2017/2018 Single Plan for Student Achievement: Principal Kathy Holliman presented the Single Plan for Silva Valley Elementary School. Mrs. Holliman presented Silva Valley goals from the Dashboard for the past two school years and the progress made towards these performance goals. Mrs. Holliman reported the progress being made in suspension rates, ELA, and Math. One of the goals for the new school year is implementing PBIS which includes establishing and implementing a school-wide positive behavior management system. Superintendent Roth complimented Mrs. Holliman for her outstanding collaboration with her staff and focusing in on the PBIS goal at her site.

4. William Brooks Elementary 2017/2018 Single Plan for Student Achievement: Principal Kevin Cadden presented the Single Plan for William Brooks. Mr. Cadden presented William Brooks' goals from the Dashboard for the past two school years and progress made towards these performance goals in the areas of ELA and Math. Mr. Cadden went over Brooks' goals for 17/18, including a goal to implement PBIS within the school and to reduce suspensions. Mr. Cadden also thanked the Board for authorizing the trip to Washington, D.C., to accept the Blue Ribbon award on behalf of William Brooks. Superintendent Roth complimented Mr. Cadden for the Blue Ribbon award noting only 23 schools in the state received it. Superintendent Roth complimented Mr. Cadden on the new ways he has introduced technology and stem enrichment as part of the student experience, with programs running at lunch and throughout the school day.

5. Oak Meadow Elementary 2017/2018 Single Plan for Student Achievement: Principal Tracy Linyard presented the Single Plan for Oak Meadow. Ms. Linyard presented Oak Meadow's goals from the Dashboard for the past two school years and progress made towards these performance goals in the areas of ELA and Math. Ms. Linyard also noted for the Board that the site's goal for school safety has been met and that 98% of students reported feeling safe at school. Ms. Linyard went over Oak Meadow's goals for 17/18. Superintendent Roth complimented Ms. Linyard for her instructional leadership. He noted that she has made a smooth transition and has gained the respect of her staff, parents and her colleagues.

6. Valley View Charter Montessori School 2017/2018 Single Plan for Student Achievement: Principal Paul Stewart presented the Single Plan for Valley View Charter Montessori School. Mr. Stewart presented Valley View Charter Montessori's goals from the Dashboard for the past two school years and progress made towards these performance goals in the areas of ELA and Math (aka during this time Blue Oak Charter Montessori). As part of the transition to Valley View Charter Montessori, Mr. Stewart reported that he worked with site council and staff to establish new goals

and baseline data. Teachers worked as grade level teams to develop goals for the new school year. Mr. Stewart went over Valley View Charter Montessori's goals for 17/18. Superintendent Roth complimented Mr. Stewart in the successful transition of Blue Oak Charter Montessori program into the Valley View Charter Montessori program and its implementation for well over 500 students. He commended Mr. Stewart for establishing the PTO, site council and getting the school up and running smoothly in a very compressed time schedule.

X. REPORTS

1. Budget Update: Jackie McHaney
   No Budget Update.
2. Association Reports: BTA/CSEA
   None
3. California Montessori Project Charter School Report: Kim Zawilski
   Not Present
4. Rising Sun Montessori Charter School Report: Karl Zierhut
   Head of School Karl Zierhut reported that students have finished up their book fair and are looking forward break. Mr. Zierhut stated they are preparing their 1st interim budget report. Mr. Zierhut also report that they have been working with El Dorado County Selpa to become an LEA and have a site visit set for January.
5. Clarksville Charter School: Julie Haycock
   Not Present
6. Reports and Requests by Board Members
   None
7. Enrollment Report: Jackie McHaney
   The district enrollment is at 4760 students.
8. Superintendent's Report: David Roth, Ph.D.
   Superintendent Roth reported that he just recently returned from China and will present information about this trip at the next meeting. Superintendent Roth reported he has enjoyed the social visits at the school sites he has been holding with staff. Superintendent Roth also noted he enjoyed having coffee hour at Rolling Hills. It was nice to visit with parents and staff to answer their questions and connect on issues. Superintendent Roth reported that he had the first LCAP advisory meeting of the year, the parents had significant questions about funding and believes they left with a better understanding of the district budget process and how it interacts with the LCAP.

XI. CONSENT AGENDA

Brenda Hanson-Smith Ph.D. motioned to approve the consent agenda as presented, and Kirk Seal seconded the motion. The motion passed 4-0.

1. Summary Report of Warrants

2. Minutes of the Regular Meeting November 1, 2017
3. 2017/2018 Single Plans for Student Achievement: Silva Valley Elementary, William Brooks, Oak Meadow, and Valley View Charter Montessori School
4. Personnel Update
5. Quarterly Investment Portfolio Report: Quarter Ended September 30, 2017

XII. REVIEW & ACTION ITEMS

1. Consider and Approve Resolution No.17-20 Finding the Buckeye Union School District's Purchase and Construction of the New District Office Tenant Improvements Project DSA Exempt Under California Education Code §17368 and Section 4-310 of the California Administrative Code.

   Kirk Seal motioned to approve Resolution No. 17-20 Finding the Buckeye Union School District Purchase and Construction of the New District Office Tenant Improvement Project DSA exempt Under California Education Code §17368 and Section 4-310 of the California Administrative Code. Gloria Silva seconded the motion. The motion passed 4-0.

2. Establish Date of the Annual Organizational Meeting

   Kirk Seal moved and Brenda Hanson-Smith, Ph.D. seconded to establish December 13, 2017, 7:00 p.m., as the date and time of the Board's annual organizational meeting. The motion carried 4-0.

XIII. NEXT MEETING

- **Special Meeting: Tuesday, November 28, 2017, 5:30 p.m.**
- **Regular Board Meeting:** Wednesday, December 13, 2017; 7:00 p.m.

XIV. ADJOURNMENT

The meeting adjourned at 8:45 p.m. following a motion from Kirk SEal, and seconded by Brenda Hanson-Smith, Ph.D. Motion carried 4-0.

Approval Date: _____

By: _____
Clerk

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

BUCKEYE UNION SCHOOL DISTRICT

PERSONNEL UPDATE
January 17, 2018

I. NEW CERTIFICATED/ADMINISTRATIVE STAFF

David Del Grande	-Temporary Special Education Teacher -Effective January 2, 2018-June 1, 2018

II. NEW CLASSIFIED/CLASSIFIED MGMT/CONFIDENTIAL STAFF

Kelli Cooper	-Teacher Associate (OH) at 6 hours per day (5 on Wednesday) at the District Office -Effective January 3, 2018
Terra Edwards	-Teacher Associate (OH) at 6 hours per day (5 on Wednesday) at Blue Oak Elementary School -Effective January 8, 2018
Theresa Pratt	- Playground Monitor at 3.75 hours (3.25 on Wednesday) at Valley View Charter Montessori School -Effective December 8, 2017
Katie Schillinger Silva	-Cafeteria Assistant at 2 hours per day at Valley View Charter Montessori -Effective January 3, 2018
Emily Verbits	-Teacher Associate (OH) at 6 hours per day (5 on Wednesday) at the District Office -Effective January 3, 2018

III. CHANGE OF STATUS

A. Certificated/Administrative
None

B. Classified

Hailey Glatz	-Cafeteria Assistant at 2 hours per day at Valley View Charter Montessori and Custodian at 1.5 hours per day at Buckeye-Central Kitchen -Now Cafeteria Assistant at 3.25 hours per day at Buckeye Elementary School and Custodian at 1.5 hours per day at Buckeye-Central Kitchen -January 3, 2018
Karen Vargas	-Secretary at 4 hours per day at Blue Oak Elementary School -Now Secretary at 4 hours per day at Blue Oak Elementary School and Crossing Guard at .5 hours per day at Blue Oak Elementary School -Effective January 3, 2018

IV. LEAVE OF ABSENCE REQUEST

A. Certificated
None

B. Classified
None

V. RESIGNATION

A. Certificated/Administrative

Julie Humphrey Knutson	-Special Education Teacher at Camerado Springs Middle School -Effective June 2, 2018

B. Classified

Valeria Raphael	-Crossing Guard at Blue Oak Elementary School -Effective December 15, 2017

VI. RETIREMENT

A. Administrative/Certificated

Deedra Devine	-Principal at Buckeye School -Effective June 22, 2018
Sherrie Rozman	-Teacher at Silva Valley School -Effective June 2, 2018

B. Classified/Confidential
None

William Brooks Elementary School

3610 Park Dr. • El Dorado Hills, CA 95762 • (916) 933-6618 • Grades K-5
Kevin Cadden, Principal
kcadden@buckeyeusd.org
http://wbes.buckeyeusd.org/

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Buckeye Union Elementary School District
1665 Blackstone Parkway
El Dorado Hills, CA 95762
(530) 677-2261
www.buckeyeusd.org

District Governing Board
Winston Pingrey
Brenda Hanson-Smith
Royce Gough
Kirk Seal
Gloria Silva

District Administration
David Roth, Ph. D.
Superintendent
Jackie McHaney
Assistant Superintendent of Administrative Services
Patty Randolph
Director of Curriculum and Instruction
Nicole Schraeder
Director of Student Services

School Description

Principal's Message

We are proud to be recognized as a 2017 National Blue Ribbon School for high achievement as well as a 2015 California Gold Ribbon School Award winner. We were selected for these honors because at William Brooks School we provide a strong academic program, which challenges and supports student learning. We encourage students to develop leadership skills and responsibility, to seek lifelong learning, to cooperate with others, and to provide community service. Students are also encouraged to actively participate in school activities such as cross-country running, clubs, Talent Show, band, and student leadership, STEM Club, Minecraft Club, and more. School attendance is promoted through regular spirit days, character development activities, and annual curriculum-based special events in all grade levels.

We are extremely proud of the educational program at William Brooks because it works well for students and their families. Our beautiful computer lab, the latest technology in all of our classrooms (i.e. Chromebooks and Promethean Boards), and our math and reading interventions which include Level Literacy Intervention, and Read Naturally Live are some of what supports our solid educational program. Our teachers strive to stay up to date with strategies in their classrooms that engage 100% of their students. Our staff takes pride in their ability to meet the needs of all levels of learners. A primary reason for our success is the high degree of parent involvement and support. Many parents donate their time and resources each day. The Parent Teacher Association (P.T.A.) is very active in planning and carrying out events, enrichment activities, and fund raising. P.T.A. support has supplemented the school site budget by providing funds for Chromebooks, classroom materials, P.E. equipment, library books, and assemblies. Parents serving on the School Site Council are actively involved with staff in reviewing curriculum and recommending improvement actions for the school program. Parent participation and support is a strength and asset to our school.

School Profile

William Brooks Elementary School is one of six elementary schools, including a Charter Montessori located on the Blue Oak campus, and two middle schools in the Buckeye Union School District. The district was established in 1858 and currently serves the communities of Shingle Springs, Cameron Park and El Dorado Hills in El Dorado County.

During the 2017-18 school year, 513 Transitional Kindergarten through fifth grade students were enrolled at the school, with classes arranged on a traditional schedule.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	100
Grade 1	103
Grade 2	87
Grade 3	72
Grade 4	99
Grade 5	77
Total Enrollment	538

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.2
American Indian or Alaska Native	0.4
Asian	7.8
Filipino	1.9
Hispanic or Latino	15.2
Native Hawaiian or Pacific Islander	0.2
White	67.1
Two or More Races	7.2
Socioeconomically Disadvantaged	6.7
English Learners	4.8
Students with Disabilities	11.7
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
William Brooks Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	23	24	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Buckeye Union Elementary School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	204
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
William Brooks Elementary	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Buckeye Union School District held a public hearing on September 7, 2016, and determined that each school within the District had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are provided their own individual standards-aligned textbooks or instructional materials, or both, in core subjects as well as foreign language for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District office prior to adoption. The table displays the most recent information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Benchmark Education Leveled Texts Adopted in 2015 Fountas and Pinnell Benchmark Assessment System Adopted in 2015 SIPPS (Systematic Instruction in Phonics, Phonological Awareness, and Sight Words) Adopted in 2015 (K-3) Reading Fundamentals – Schoolwide, Inc., Adopted in 2016 Close Reading Portfolios; SNAP! Learning, Adopted in 2016 Fountas and Pinnell Leveled Literacy Intervention, Adopted in 2015 Being A Writer (K-5) Adopted in 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Math In Focus (K) and Envision Math (1st-5th) Adopted in 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Pearson Scott Foresman (K-5) Adopted in 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Reflections; Harcourt School Publishers (K-3) Adopted in 2007 History-Social Science for California; Scott Foresman (4th-5th) Adopted in 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Buckeye Union School District is proud of the facilities that are provided for students and families. Each year parent surveys indicate that they are pleased with the condition of the schools.

William Brooks Elementary School was originally constructed in 1969 and is comprised of 25 permanent classrooms, one gymnasium, one library, one staff lounge, one computer lab, and two playgrounds, as the Kindergarten classes have their own. In 2009, Measure K allowed for extensive remodeling, resulting in: a new computer lab, Kindergarten complex, a wing of six classrooms, Promethean Boards in each classroom, added kitchen and updates to the gym. While reviewing this report, please note that even minor discrepancies are reported in the facility inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process

The principal works daily with a staff of two full-time and four part-time custodians to ensure a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure that efficient service and highest priority are given to emergency repairs.

Deferred Maintenance Budget

During the recent economic crisis the State suspended their matching grant obligation to District's participating in the deferred maintenance program. District's were no longer required to match local funds with the grant, and District's were no longer required to spend the grant on deferred maintenance projects. While the district is no longer matching the grant amount, the BUSD Board of Trustee's acted to keep whatever grant proceeds received dedicated to the deferred maintenance projects in the district. While the budget has been reduced by 50% the district is still operating the program to maintain its facilities.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 5/30/17					
System Inspected	**Repair Status**				**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				Moved a sofa that was blocking an HVAC return vent.
Interior: Interior Surfaces	X				Minor bumps and one dime sized hole noted for sheet vinyl flooring. Ceiling tile stains.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				Several light bulbs required replacement.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				2 loose drinking fountains.
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	70	78	66	69	48	48
Math	73	79	61	63	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	91	87	84	85	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	2.5	22.5	68.8

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	85	82	96.5	86.6
Male	49	46	93.9	89.1
Female	36	36	100.0	83.3
White	61	59	96.7	84.8
Students with Disabilities	11	11	100.0	54.6

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	251	247	98.41	77.73
Male	118	116	98.31	70.69
Female	133	131	98.5	83.97
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100	78.95
Filipino	--	--	--	--
Hispanic or Latino	37	36	97.3	55.56
Native Hawaiian or Pacific Islander	--	--	--	--
White	172	169	98.26	81.66
Two or More Races	15	15	100	80
Socioeconomically Disadvantaged	20	20	100	55
English Learners	13	13	100	61.54
Students with Disabilities	37	35	94.59	40

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	251	247	98.41	78.54
Male	118	116	98.31	75
Female	133	131	98.5	81.68
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100	84.21
Filipino	--	--	--	--
Hispanic or Latino	37	36	97.3	69.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	172	169	98.26	79.29
Two or More Races	15	15	100	80
Socioeconomically Disadvantaged	20	20	100	55
English Learners	13	13	100	61.54
Students with Disabilities	37	35	94.59	42.86

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
William Brooks Elementary greatly benefits from its supportive parents who volunteer in the PTA, Garden of Learning Club, Art Docent Program, as well as assisting with learning centers and classroom support. Our parents also act as chaperones making it possible for our 4th and 5th grade students to have overnight fieldtrips to Coloma and Redwood Alliance. William Brooks is involved with several community partnerships, including the local Rotary who sponsors the Student of the Year award, and Pennies for Patients, Hands for Hope, and the El Dorado County Food Bank.

Contact Information
Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact William Brooks Elementary at (916) 933-6618.

For more information on the Buckeye School District, contact the Superintendent, Dr. David Roth, or the Assistant Superintendent, Jackie McHaney, at (530) 677-2261 or (916) 985-2183.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan
Safety of students and staff is a primary concern of William Brooks Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in November 2017 by the School Site Council.
The plan addresses the following:
- ingress/egress of pupils
- fire/earthquake/lock down drills/other evacuation procedures
- emotional safety through Positive Behavior Intervention and Supports (PBIS)

All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held each trimester. Students are supervised before, after school, during lunch and break periods, by assigned yard dutys and teachers. There is a designated area for student drop off and pick up. Visitors must sign-in and receive a pass before entering campus.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.0	1.6	1.2
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.2	1.8	1.6
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	0.8
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	26	26	23			1	4	4	5			
1	24	24	26				2	2	3			
2	24	24	27				4	4	2			
3	18	18	25	1	1		3	3	4			
4	27	27	28				3	3	2			
5	30	30	32				3	3	3			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

As part of the growth process, opportunities for training and staff development are provided at both the District and individual school sites to administrators, teachers, and classified staff. The District offers three staff development days annually, where staff members are offered growth opportunities in curriculum, teaching strategies, and methodologies.

The 2017-2018 staff development focus included: Common Core State Standards in mathematics and English language arts, differentiated Instruction to meet the needs of a variety of learners in the classroom, use of technology in the classroom, and review of data related to state and District level assessments, and PBIS strategies.

Staff is offered support through the Peer Assistance Review (PAR) program and new educators can find mentors through the Beginning Teacher Support Association (BTSA).

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$44,321	$47,034
Mid-Range Teacher Salary	$66,945	$73,126
Highest Teacher Salary	$89,720	$91,838
Average Principal Salary (ES)	$112,285	$116,119
Average Principal Salary (MS)	$119,207	$119,610
Average Principal Salary (HS)		$115,194
Superintendent Salary	$158,227	$178,388
Percent of District Budget		
Teacher Salaries	40%	37%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$7,982	$1,121	$6,861	$70,981
District	♦	♦	$7,232	$70,981
State	♦	♦	$6,574	$74,194
Percent Difference: School Site/District			-5.1	0.0
Percent Difference: School Site/ State			4.4	-4.3

* Cells with ♦ do not require data.

Types of Services Funded

In addition to general state funding, Buckeye Union School District receives state and federal funding for the following categorical funds and other support programs:

- Special Education
- Title I
- Title II
- Title III
- Home to School Transportation
- Lottery

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Valley View Charter Montessori

1665 Blackstone Parkway • El Dorado Hills, CA 95762 • 5306723890 • Grades K-5
Paul Stewart, Principal
pstewart@buckeyeusd.org
http://boes.buckeyeusd.org/

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Charter Montessori Valley View Campus (Formerly Blue Oak Campus)
1665 Blackstone Parkway
El Dorado Hills, CA 95762
(530) 677-2261
www.buckeyeusd.org

District Governing Board

Winston Pingrey
Brenda Hanson-Smith
Royce Gough
Kirk Seal
Gloria Silva

District Administration

David Roth, Ph. D.
Superintendent
Jackie McHaney
Assistant Superintendent of Administrative Services
Patty Randolph
Director of Curriculum and Instruction
Nicole Schraeder
Director of Student Services

School Description

Principal's Message

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.

.

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."

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	53
Grade 1	51
Grade 2	47
Grade 3	42
Grade 4	53
Grade 5	41
Total Enrollment	287

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.3
American Indian or Alaska Native	0
Asian	2.1
Filipino	1.7
Hispanic or Latino	13.9
Native Hawaiian or Pacific Islander	0.3
White	77.7
Two or More Races	3.8
Socioeconomically Disadvantaged	18.1
English Learners	2.1
Students with Disabilities	11.1
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Valley View Charter Montessori	**15-16**	**16-17**	**17-18**
With Full Credential	11	11	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Charter Montessori Valley View Campus	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	204
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Valley View Charter Montessori	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Buckeye Union School District held a public hearing in the fall of 2017, and determined that each school within the District had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are provided their own individual standards-aligned textbooks or instructional materials, or both, in core subjects as well as foreign language for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District office prior to adoption. The table displays the most recent information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials Year and month in which data were collected:	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Benchmark Education Leveled Texts Adopted in 2015 Fountas and Pinnell Benchmark Assessment System Adopted in 2015 SIPPS (Systematic Instruction in Phonics, Phonological Awareness, and Sight Words) Adopted in 2015 (K-3) Reading Fundamentals – Schoolwide, Inc., Adopted in 2016 Close Reading Portfolios; SNAP! Learning, Adopted in 2016 Fountas and Pinnell Leveled Literacy Intervention, Adopted in 2015 Being A Writer (K-5) Adopted in 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Math In Focus (K) and Envision Math (1st-5th), Adopted in 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Pearson Scott Foresman (K-3), Adopted in 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Reflections; Harcourt School Publishers (K-3) Adopted in 2007 History-Social Science for California; Scott Foresman (4th-5th) Adopted in 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Buckeye Union School District is proud of the facilities that are provided for students and families. Each year parent surveys indicate that they are pleased with the condition of the schools.

Valley View Charter Montessori is comprised of 27 classrooms, one multipurpose room, one library, one computer lab, and two playgrounds. Additional classrooms will be added prior to the 18/19 school year to accommodate additional standard classrooms, science, band and locker rooms.

Cleaning Process

The principal works daily with the custodial staff of three (one full-time head custodian, .5 groundskeeper, .5 custodian, 1 night custodian) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District governing board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure that efficient service and highest priority are given to emergency repairs.

Deferred Maintenance Budget

During the recent economic crisis the State suspended their matching grant obligation to District's participating in the deferred maintenance program. District's were no longer required to match local funds with the grant, and District's were no longer required to spend the grant on deferred maintenance projects. While the district is no longer matching the grant amount, the BUSD Board of Trustee's acted to keep whatever grant proceeds received dedicated to the deferred maintenance projects in the district. While the budget has been reduced by 50% the district is still operating the program to maintain its facilities.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/15/17					
System Inspected	**Repair Status**				**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				Striping in the MP room needs to be touched up.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	The school is maintained in good repair with a few non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	58	59	66	69	48	48
Math	57	57	61	63	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	72	77	84	85	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.5	27.5	47.5

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	49	48	98.0	77.1
Male	23	23	100.0	91.3
Female	26	25	96.2	64.0
White	39	38	97.4	73.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	132	129	97.73	58.91
Male	74	72	97.3	61.11
Female	58	57	98.28	56.14
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	20	20	100	45
White	102	99	97.06	61.62
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	24	100	37.5
English Learners	--	--	--	--
Students with Disabilities	21	21	100	28.57

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	132	130	98.48	56.92
Male	74	73	98.65	63.01
Female	58	57	98.28	49.12
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	20	20	100	35
White	102	100	98.04	60
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	24	100	29.17
English Learners	--	--	--	--
Students with Disabilities	21	21	100	28.57

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Valley View Charter Montessori realizes the positive correlation between parent involvement and successful students. For this reason, the school continually searches for avenues to involve parents and the community to participate in the education of our students. The school greatly benefits from its supportive parents who participate in the following ways: The Valley View Garden of Learning Parent Committee, MAC (Montessori Advisory Committee) MPG (Montessori Parent Group), Parent Teacher Organization (PTO), Yearbook Committee, Master Plan Committee, Steering Committee, Montessori Charter LCAP, Traffic Committee and Budget Committee.

The school benefits from several community partnerships, including Intel Corporation's PC Pals and volunteers; Great Day of Service and the Eagle Scouts who also complete various upgrade maintenance projects around campus. The school relies on partnerships with the El Dorado Hills Fire Department, El Dorado Hills Rotary Club and the El Dorado County Sheriff's Department.

Contact Information
For further information on Charter Montessori, please contact the principal, Paul Stewart pstewart@buckeyeusd.org

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan
The school provides a safe, clean environment for students, staff, and volunteers. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, and disaster drills are held regularly throughout the school. The School Site Safety Plan was last reviewed and updated in October 2017 by the School Safety Committee and The School Site Council. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Valley View Charter Montessori participates in the October Annual Safety Day, the Annual Great Shake Out earthquake drill, and various fire drills. Students are supervised before and after school by certificated staff and yard duties supervise students during lunch and recess. There is a designated area for student drop off and pick up in front of the school. Visitors must sign-in and wear a badge on campus, and all volunteers must be fingerprinted.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	2.1	1.3	1.3
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.2	1.8	1.6
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information
The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.25
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	23	23	23				2	2	2			
1	23	23	23				2	2	2			
2	25	25	27				2	2	1			
3	23	23	25				2	2	3			
4	31	31	30				1	1	1			
5	20	20	30	1	1		2	2	2			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

As part of the growth process, opportunities for training and staff development are provided at both the District and individual school sites to administrators, teachers, and classified staff. The District offers three staff development days annually, where staff members are offered growth opportunities in curriculum, teaching strategies, and methodologies.

The 2017-2018 staff development focus included: Common Core State Standards in mathematics and English language arts, differentiated Instruction to meet the needs of a variety of learners in the classroom, use of technology in the classroom, and review of data related to state and District level assessments.

Staff is offered support through the Peer Assistance Review (PAR) program and new educators can find mentors through the Beginning Teacher Support Association (BTSA).

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$44,321	$47,034
Mid-Range Teacher Salary	$66,945	$73,126
Highest Teacher Salary	$89,720	$91,838
Average Principal Salary (ES)	$112,285	$116,119
Average Principal Salary (MS)	$119,207	$119,610
Average Principal Salary (HS)		$115,194
Superintendent Salary	$158,227	$178,388
Percent of District Budget		
Teacher Salaries	40%	37%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$8,285	$1,189	$7,096	$70,981
District	♦	♦	$7,232	$70,981
State	♦	♦	$6,574	$74,194
Percent Difference: School Site/District			-1.9	0.0
Percent Difference: School Site/ State			7.9	-4.3

* Cells with ♦ do not require data.

Types of Services Funded

In addition to general state funding, Buckeye Union School District receives state and federal funding for the following categorical funds and other support programs:

- Special Education
- Title I
- Title II
- Title III
- Home to School Transportation
- Lottery

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Silva Valley Elementary School

3001 Golden Eagle Lane • El Dorado Hills, CA 95762 • (916) 933-3767 • Grades K-5
Kathy Holliman, Principal
kholliman@buckeyeusd.org
http://sves.buckeyeusd.org

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Buckeye Union Elementary School District
1665 Blackstone Parkway
El Dorado Hills, CA 95762
(530) 677-2261
www.buckeyeusd.org

District Governing Board
Winston Pingrey
Brenda Hanson-Smith
Royce Gough
Kirk Seal
Gloria Silva

District Administration
David Roth, Ph. D.
Superintendent
Jackie McHaney
Assistant Superintendent of Administrative Services
Patty Randolph
Director of Curriculum and Instruction
Nicole Schraeder
Director of Student Services

School Description

Principal's Message

Silva Valley Elementary School is a true community school. Our dedicated staff, well-rounded students, and supportive parents personify our mission which 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." It is our belief that students, staff, and the community are proud to be a part of the Silva Valley School team where diversity is celebrated and students learn together in a well supported, cohesive environment. At Silva Valley, it is also our belief that our commitment to develop the whole child through positive administrative leadership, Core Values, PBIS (Positive Behavioral and Supports System), family support, and community involvement, could not be met without a strong personal relationship with the community that has grown up around us. We are proud to be a 2014 California Distinguished School.

School Profile

Silva Valley Elementary is one of six elementary schools, including a TK - 6 Charter Montessori school, and two middle schools in the Buckeye Union School District. The district was established in 1858 and currently serves the communities of Shingle Springs, Cameron Park and El Dorado Hills in El Dorado County.

During the 2017-18 school year, 515 Transitional Kindergarten through fifth grade students were enrolled at the school, with classes arranged on a traditional schedule.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	95
Grade 1	90
Grade 2	52
Grade 3	95
Grade 4	98
Grade 5	115
Total Enrollment	545

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.3
American Indian or Alaska Native	0.6
Asian	5.5
Filipino	1.1
Hispanic or Latino	13.2
Native Hawaiian or Pacific Islander	0
White	70.8
Two or More Races	7.5
Socioeconomically Disadvantaged	7.3
English Learners	4
Students with Disabilities	7.9
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Silva Valley Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	26	24	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Buckeye Union Elementary School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	204
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Silva Valley Elementary School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Buckeye Union School District held a public hearing on September 7, 2016, and determined that each school within the District had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are provided their own individual standards-aligned textbooks or instructional materials, or both, in core subjects as well as foreign language for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District office prior to adoption. The table displays the most recent information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Benchmark Education Leveled Texts Adopted in 2015 Fountas and Pinnell Benchmark Assessment System Adopted in 2015 SIPPS (Systematic Instruction in Phonics, Phonological Awareness, and Sight Words) Adopted in 2015 (K-3) Reading Fundamentals – Schoolwide, Inc., Adopted in 2016 Close Reading Portfolios; SNAP! Learning, Adopted in 2016 Fountas and Pinnell Leveled Literacy Intervention, Adopted in 2015 Being A Writer (K-5) Adopted in 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Math In Focus (K) and Envision Math (1st-5th), Adopted in 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Pearson Scott Foresman (K-5), Adopted in 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Reflections; Harcourt School Publishers (K-3) Adopted in 2007 History-Social Science for California; Scott Foresman (4th-5th) Adopted in 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Buckeye Union School District is proud of the facilities that are provided for students and families. Each year parent surveys indicate that they are pleased with the condition of the schools.

Silva Valley Elementary was originally constructed in 1992 and is comprised of 26 classrooms, two portables, one administrative classroom, one gym, one multipurpose room, one library, one staff lounge, one computer lab, and two playgrounds. In past years, Measure K paid for the expansion of the library and computer system, installation of a new intercom system, addition of 12 library computers, and campus re-keying. In 2016, Silva Valley had new HVAC systems installed along with new roving on several buildings. While reviewing this report, please note that even minor discrepancies are reported in the facility inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process

The principal works daily with the custodial staff of four (two full-time day crew, one full-time and one part-time night crew) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure that efficient service and highest priority are given to emergency repairs.

Deferred Maintenance Budget

During the recent economic crisis the State suspended their matching grant obligation to District's participating in the deferred maintenance program. District's were no longer required to match local funds with the grant, and District's were no longer required to spend the grant on deferred maintenance projects. While the district is no longer matching the grant amount, the BUSD Board of Trustee's acted to keep whatever grant proceeds received dedicated to the deferred maintenance projects in the district. While the budget has been reduced by 50% the district is still operating the program to maintain its facilities.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 02/16/2017					
System Inspected	**Repair Status**				**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				Replacement dishwasher needed.
Interior: Interior Surfaces	X				Stained ceiling tiles, some VCT flooring issues.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				Replacement of light bulbs.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				Secure loose heat detector, repair some broken wall tiles.
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				Minor door adjustments required.
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	73	76	66	69	48	48
Math	71	74	61	63	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	88	85	84	85	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.9	24.3	53

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	115	113	98.3	85.0
Male	54	52	96.3	86.5
Female	61	61	100.0	83.6
Hispanic or Latino	13	13	100.0	84.6
White	78	76	97.4	82.9
Students with Disabilities	12	11	91.7	36.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	311	307	98.71	75.9
Male	160	156	97.5	70.51
Female	151	151	100	81.46
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100	66.67
Filipino	--	--	--	--
Hispanic or Latino	38	37	97.37	78.38
White	220	219	99.55	77.17
Two or More Races	23	23	100	69.57
Socioeconomically Disadvantaged	26	24	92.31	54.17
English Learners	23	20	86.96	60
Students with Disabilities	26	25	96.15	4

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	311	310	99.68	74.19
Male	160	159	99.38	76.73
Female	151	151	100	71.52
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100	66.67
Filipino	--	--	--	--
Hispanic or Latino	38	37	97.37	70.27
White	220	220	100	76.82
Two or More Races	23	23	100	78.26
Socioeconomically Disadvantaged	26	26	100	53.85
English Learners	23	23	100	56.52
Students with Disabilities	26	25	96.15	16

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Silva Valley Elementary understands the positive correlation between parent involvement and student success. For this reason, the school continually searches for avenues to involve parents and the community to participate in the education of our students. The school greatly benefits from its supportive parents who are active in the Parent Teacher Association (PTA), and make up the 40+ volunteers in the School Garden and the "Meet the Masters" art program. We are appreciative of the support our parents give to the school by volunteering in student classrooms, daily. Our Dads on Duty program supports students on the playground during their recess and lunch periods. Silva Valley also partners with the Sierra Foothills Assistance League to bring literacy support to students. Volunteers read with students focusing on reading comprehension throughout the school year in our "Books and Beyond" program.

Contact Information
Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Silva Valley Elementary at (916) 933-3767. For more information on the Buckeye School District, contact the Superintendent, Dr. David Roth, or the Assistant Superintendent, Jackie McHaney, at (530) 677-2261 or (916) 985-2183.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan
The school provides a safe, clean environment for students, staff, and volunteers. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, and disaster drills are held regularly throughout the school. The School Site Safety Plan was last reviewed in November of 2017 by the School Site Council. The plan addresses school-wide emergency procedures (earthquake drills, fire drills, lockdown drills), School-Wide Positive Discipline Program (Core Values), visitor policy, traffic policy, and ongoing communication with law enforcement to support student/staff safety.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.5	1.4	0.5
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.2	1.8	1.6
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information
The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.6
Psychologist	0.4
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	24	24	27				4	4	4			
1	25	25	27				3	3	2			
2	24	24	27				4	4	3			
3	24	24	20			1	4	4	4			
4	28	28	27				4	4	4			
5	26	26	28	1	1		4	4	4			
Other			2			1						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

As part of the growth process, opportunities for training and staff development are provided at both the District and individual school sites to administrators, teachers, and classified staff. The District offers three staff development days annually, where staff members are offered growth opportunities in curriculum, teaching strategies, and methodologies.

The 2017-2018 staff development focus included: NGSS (Next Generation Science Standards), CA State Standards in mathematics and English language arts, differentiated Instruction to meet the needs of a variety of learners in the classroom, use of technology in the classroom, PBIS (Positive Behavioral and Instructional Supports) training and review of data related to state and District level assessments.

Staff is offered support through the Peer Assistance Review (PAR) program and new educators can find mentors through the Beginning Teacher Support Association (BTSA).

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$44,321	$47,034
Mid-Range Teacher Salary	$66,945	$73,126
Highest Teacher Salary	$89,720	$91,838
Average Principal Salary (ES)	$112,285	$116,119
Average Principal Salary (MS)	$119,207	$119,610
Average Principal Salary (HS)		$115,194
Superintendent Salary	$158,227	$178,388
Percent of District Budget		
Teacher Salaries	40%	37%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$8,611	$1,150	$7,461	$70,981
District	♦	♦	$7,232	$70,981
State	♦	♦	$6,574	$74,194
Percent Difference: School Site/District			3.2	0.0
Percent Difference: School Site/ State			13.5	-4.3

* Cells with ♦ do not require data.

Types of Services Funded

In addition to general state funding, Buckeye Union School District receives state and federal funding for the following categorical funds and other support programs:

- Special Education
- Title I
- Title II
- Title III
- Home to School Transportation
- Lottery

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Rolling Hills Middle School

7141 Silva Valley Parkway • El Dorado Hills, CA 95762 • (916) 933-9290 • Grades 6-8
Debbie Bowers, Principal
dbowers@buckeyeusd.org

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Buckeye Union Elementary School District
1665 Blackstone Parkway
El Dorado Hills, CA 95762
(530) 677-2261
www.buckeyeusd.org

District Governing Board
Winston Pingrey
Brenda Hanson-Smith
Royce Gough
Kirk Seal
Gloria Silva

District Administration
David Roth, Ph. D.
Superintendent
Jackie McHaney
Assistant Superintendent of Administrative Services
Patty Randolph
Director of Curriculum and Instruction
Nicole Schraeder
Director of Student Services

School Description

Principal's Message

The middle grades are a time of great change from childhood to adolescence. It is a time when students need to feel supported by and connected to adults and to their school. As a result, Rolling Hills Middle School is focused on ensuring a rigorous academic experience while also developing the whole child.

Teachers at Rolling Hills are committed to the team or academy model of teaching in which a team of four core academic teachers (in 7th and 8th grades; 2 teachers in 6th) across various disciplines work together to establish ties with students and their curriculum. Teachers meet to plan communications and strategies for meeting each student's academic and social needs. We hold parent conferences as a team, instead of individual teacher conferences, so that we can better meet student needs and increase communication about student progress. We continue to work on improving the middle grades program based on data from our student and parent surveys.

We are proud to have a safe campus environment where students are encouraged to learn and to achieve academically. Parents and students are consistently pleased with our programs and are proud to be a Rolling Hills Bengal.

School Mission Statement

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

School Vision Statement

TLC: Think, Learn, Collaborate

School Profile

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

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

At Rolling Hills we believe in educating the whole child to become a lifelong learner, a person who will make a difference in this world. To support our students' diversity, whether it be economic or ability level, we engage in a number of strong programs. We follow research such as Taking Center Stage Act II, analyze ongoing assessments, and constantly review the district's goals for improving student performance. Combined with staff input, we determine necessary supports and work to find a way to implement those supports within the school day. We have developed and implemented numerous strategies and programs, such as:

- -support for all levels of student abilities are supported from not yet proficient to gifted and talented students. For high achievers, we offer Algebra, Geometry, and Spanish

- -a variety of specialized academic instruction (SAI) classes, and services through our County in speech, occupational therapy, and adaptive physical education (APE) when necessary
- -reading support (Read 180) which meets the needs of students who are 2+ years below grade level in reading and also supports EL learners
- -Accelerated Reader program 4 out of 5 days per week.
- -our Connections program, which works with students who need a little more support
- -an interdisciplinary team, or academy, approach to teaching middle school students.

While we are not an ethnically diverse community, we do not ignore the importance of diversity for our staff and students. Due to our supporting data of students involved in harassment issues and teasing, one of the goals of our site is to develop sensitivity to differences. To do so, we focus on refusal skills and sensitivity to differences. We have adopted aspects of the Safe School Ambassadors' Program to reach students in various "cliques" on campus. These students, together with our counselor and Leadership teacher, will reach out to students on campus to help everyone feel accepted. We continue to have assemblies focused on anti-bullying and awareness, and Leadership students are trained as leaders on campus to take a stand against bullying.

Rolling Hills' campus was built to provide accessibility of facilities to students and others. There are ramps to all classrooms, one large stall in each restroom, and sidewalks to all areas. Our campus is situated over a hillside so our architects were especially aware of a design that allowed access to all. In our classrooms there are computer counters, sinks, and towel dispensers specially designed for wheelchair access. We have handicapped parking spaces and a special small electric cart that can transport students or others who may need assistance.

We are a community of teachers and learners and there is a spirit of camaraderie. We at Rolling Hills benefit from total community pride in our students, staff, and our school as we all support the value of graduating children who are lifelong learners and who look to make a difference.

Technological skills valued in the workplace are addressed through our Technology Plan. Grants, one-time monies, and an Intel partnership provide every teacher with at least one computer for teacher use in their classroom as well as a 2:1 classroom ratio of chromebook carts and a 1:1 ratio for Language Arts classrooms. We have interactive Promethean boards installed in every classroom. Grades are accessible to parents and teachers on-line. We also have wireless accessibility throughout the whole campus. We have updated our technology to allow students to broadcast a weekly news bulletin using green screen technology. The broadcast is shown in all of the classes on Mondays.

Our team approach to this delicate time of brain development allows a campus of over 1000 students to feel like a small community in which students can thrive academically and emotionally. We are proud to be Bengals.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 6	321
Grade 7	333
Grade 8	343
Total Enrollment	997

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.8
American Indian or Alaska Native	0.2
Asian	10.6
Filipino	2.3
Hispanic or Latino	11.9
Native Hawaiian or Pacific Islander	0.6
White	64.9
Two or More Races	7.6
Socioeconomically Disadvantaged	7.7
English Learners	1.5
Students with Disabilities	11.2
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Rolling Hills Middle School	**15-16**	**16-17**	**17-18**
With Full Credential	44	44	43
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	1	1	1
Buckeye Union Elementary School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	204
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Rolling Hills Middle School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Buckeye Union School District held a public hearing on September 7, 2016, and determined that each school within the District had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are provided their own individual standards-aligned textbooks or instructional materials, or both, in core subjects as well as foreign language for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District office prior to adoption. The table displays the most recent information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Houghton Mifflin Harcourt Collections (6th-8th), Adopted in 2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Big Ideas Math (6th-8th), Adopted in 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Pearson/Prentice Hall (6th-8th), Adopted in 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	TCI History Alive, Adopted in 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	Avancemos!; Holt McDougall, Adopted in 2012 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Buckeye Union School District is proud of the facilities that are provided for students and families. Each year parent surveys indicate that they are pleased with the condition of the schools.

Rolling Hills Middle School was originally constructed in 1998. The school resided on the Camerado Springs Middle School campus until completion. The campus is comprised of 35 permanent classrooms, one gym, one multipurpose room, one library, one staff lounge, one computer lab, one sports field, and three blacktops. Recent remodeling included renovations of the sports field and black tops. While reviewing this report, please note that even minor discrepancies are reported in the facility inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process

The principal works with the custodial staff of five full-time employees to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure that efficient service and highest priority are given to emergency repairs.

Deferred Maintenance Budget

During the recent economic crisis the State suspended their matching grant obligation to District's participating in the deferred maintenance program. District's were no longer required to match local funds with the grant, and District's were no longer required to spend the grant on deferred maintenance projects. While the district is no longer matching the grant amount, the BUSD Board of Trustee's acted to keep whatever grant proceeds received dedicated to the deferred maintenance projects in the district. While the budget has been reduced by 50% the district is still operating the program to maintain its facilities.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/7/2017					
System Inspected	**Repair Status**				**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				Repaired wall covering in Library, carpet stains, ceiling tile stains, minor issues with flooring.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				1 microwave was located too close to a sink.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				8 drinking fountains and 1 sink require adjustment.
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				Roof leak in J Building repaired and mechanical room abatement completed, need to complete restoration.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	73	73	66	69	48	48
Math	70	70	61	63	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	88	92	84	85	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	9.6	25.5	58.7

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	353	332	94.1	92.2
Male	176	169	96.0	92.9
Female	177	163	92.1	91.4
Asian	35	34	97.1	97.1
Hispanic or Latino	41	38	92.7	81.6
White	238	224	94.1	93.8
Two or More Races	26	25	96.2	92.0
Socioeconomically Disadvantaged	23	20	87.0	80.0
Students with Disabilities	31	20	64.5	75.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	"1,008"	993	98.51	73.41
Male	525	514	97.9	67.51
Female	483	479	99.17	79.75
Black or African American	19	19	100	52.63
American Indian or Alaska Native	--	--	--	--
Asian	107	106	99.07	82.08
Filipino	21	21	100	90.48
Hispanic or Latino	119	116	97.48	63.79
Native Hawaiian or Pacific Islander	--	--	--	--
White	654	643	98.32	73.72
Two or More Races	80	80	100	71.25
Socioeconomically Disadvantaged	83	81	97.59	51.85
English Learners	72	71	98.61	70.42
Students with Disabilities	128	121	94.53	20.66

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	1,008	995	98.71	69.65
Male	525	516	98.29	68.41
Female	483	479	99.17	70.98
Black or African American	19	19	100	52.63
American Indian or Alaska Native	--	--	--	--
Asian	107	106	99.07	84.91
Filipino	21	21	100	80.95
Hispanic or Latino	119	116	97.48	59.48
Native Hawaiian or Pacific Islander	--	--	--	--
White	654	645	98.62	68.99
Two or More Races	80	80	100	70
Socioeconomically Disadvantaged	83	81	97.59	41.98
English Learners	72	71	98.61	71.83
Students with Disabilities	128	122	95.31	13.93

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Rolling Hills Middle School realizes the positive correlation between parent involvement and successful students. For this reason, the school continually searches for avenues to involve parents and the community to participate in the education of our students. The school greatly benefits from its supportive parents who volunteer in the classroom, work as coaches, and participate on the School Site Council and Friends of Rolling Hills. The school also benefits from several community partnerships, including working with the county library and Vision Coalition, as well as Big Brothers/Big Sisters, and Oak Ridge High School.

Contact Information
Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Rolling Hills Middle School at (916) 933-9290. For more information on the Buckeye School District, contact the Superintendent, Dr. David Roth, or the Assistant Superintendent,Jackie McHaney, at (530) 677-2261 or (916) 985-2183.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan
The school provides a safe, clean environment for students, staff, and volunteers. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, intruder, evacuation, and disaster drills are held regularly throughout the year. Our Emergency Operations Plan lays out structured levels of potential responses to any sort of emergency, and follows the nationally-recognized Incident Command System (ICS). The Emergency Operations Plan was reviewed by the School Safety Committee and Site Council at the September 2016 Site Council meeting. This sort of expansive emergency response system offers a high level of security for students, staff, and volunteers.

The School Site Safety Plan was last reviewed and updated in November 2017 by the School Safety Committee and Site Council. Besides the more obvious elements of physical safety regarding emergencies (discussed in the paragraph above), the school is also proactive in creating a safe and comfortable learning environment for all students and staff. We engage in monthly campus-wide character education assemblies, exercises, activities, and/or lessons for which our motto is Walk a Mile in Someone Else's Shoes; we carefully assess annual school culture and climate surveys; we foster a very active student council group; and we offer SEL and academic support for all students.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.8	1.4	2.6
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.2	1.8	1.6
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	0.6
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	1000

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
	Average Class Size			**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
English	29	29	30	3	3	3	7	7	7	13	13	13
Mathematics	16	16	14	5	5	6	2	2	1			
Science	33	33	34				5	5	2	15	15	18
Social Science	33	33	34				6	6	3	14	14	17

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

As part of the growth process, opportunities for training and staff development are provided at both the District and individual school sites to administrators, teachers, and classified staff. The District offers three staff development days annually, where staff members are offered growth opportunities in curriculum, teaching strategies, and methodologies.

The 2016-2017 staff development focus included: Common Core State Standards in mathematics and English language arts, differentiated Instruction to meet the needs of a variety of learners in the classroom, use of technology in the classroom, and review of data related to state and District level assessments.

Staff is offered support through the Peer Assistance Review (PAR) program and new educators can find mentors through the Beginning Teacher Support Association (BTSA).

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$44,321	$47,034
Mid-Range Teacher Salary	$66,945	$73,126
Highest Teacher Salary	$89,720	$91,838
Average Principal Salary (ES)	$112,285	$116,119
Average Principal Salary (MS)	$119,207	$119,610
Average Principal Salary (HS)		$115,194
Superintendent Salary	$158,227	$178,388
Percent of District Budget		
Teacher Salaries	40%	37%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$8,204	$1,084	$7,120	$70,981
District	♦	♦	$7,232	$70,981
State	♦	♦	$6,574	$74,194
Percent Difference: School Site/District			-1.5	0.0
Percent Difference: School Site/ State			8.3	-4.3

* Cells with ♦ do not require data.

Types of Services Funded

In addition to general state funding, Buckeye Union School District receives state and federal funding for the following categorical funds and other support programs:

- Special Education
- Title I
- Title II
- Title III
- Home to School Transportation
- Lottery

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Oak Meadow Elementary School

7701 Silva Valley Parkway • El Dorado Hills, CA 95762 • (916) 933-9746 • Grades K-5
Tracy Linyard, Principal
tlinyard@buckeyeusd.org
http://omes.buckeyeusd.org/

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Buckeye Union Elementary School District
1665 Blackstone Parkway
El Dorado Hills, CA 95762
(530) 677-2261
www.buckeyeusd.org

District Governing Board
Winston Pingrey
Brenda Hanson-Smith
Royce Gough
Kirk Seal
Gloria Silva

District Administration
David Roth, Ph. D.
Superintendent
Jackie McHaney
Assistant Superintendent of Administrative Services
Patty Randolph
Director of Curriculum and Instruction
Nicole Schraeder
Director of Student Services

School Description

Soaring Like Raptors

Oak Meadow Elementary School is a TK-5 school nestled in the rolling, oak studded hills of El Dorado County. At Oak Meadow, cooperation, compassion, and celebration of diversity are encouraged in a safe and secure environment. In partnership with students, staff, families and communities, Oak Meadow's mission is to provide meaningful educational experiences to encourage lifelong learning. We work together to support and develop each child intellectually, physically, socially and emotionally. Our school mascot, the raptor, reflects our desire to soar to new heights in learning each day. In 2014, Oak Meadow was awarded the California Distinguished School Award for academic achievement. In 2015 Oak Meadow received the U.S. Department of Education's National Blue Ribbon Award for Academic Excellence.

School Profile

Oak Meadow Elementary School is one of six elementary schools, including a Charter Montessori located on the Blue Oak campus, and two middle schools in the Buckeye Union School District. The district was established in 1858 and currently serves the communities of Shingle Springs, Cameron Park and El Dorado Hills in El Dorado County. During the 2017-2018 school year, 697 Transitional Kindergarten through fifth grade students were enrolled at the school.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	127
Grade 1	109
Grade 2	93
Grade 3	131
Grade 4	152
Grade 5	148
Total Enrollment	760

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.7
American Indian or Alaska Native	0
Asian	17.6
Filipino	2.5
Hispanic or Latino	14.3
Native Hawaiian or Pacific Islander	0.5
White	56.1
Two or More Races	7.2
Socioeconomically Disadvantaged	7.9
English Learners	5.8
Students with Disabilities	7.6
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Oak Meadow Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	32	32	27
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Buckeye Union Elementary School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	204
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Oak Meadow Elementary School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Buckeye Union School District held a public hearing on September 7, 2016, and determined that each school within the District had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are provided their own individual standards-aligned textbooks or instructional materials, or both, in core subjects as well as foreign language for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District office prior to adoption. The table displays the most recent information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Benchmark Education Leveled Texts Adopted in 2015 Fountas and Pinnell Benchmark Assessment System Adopted in 2015 SIPPS (Systematic Instruction in Phonics, Phonological Awareness, and Sight Words) Adopted in 2015 (K-3) Reading Fundamentals – Schoolwide, Inc., Adopted in 2016 Close Reading Portfolios; SNAP! Learning, Adopted in 2016 Fountas and Pinnell Leveled Literacy Intervention, Adopted in 2015 Being A Writer (K-5) Adopted in 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Math In Focus (K) and Envision Math (1st-5th), Adopted in 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Pearson Scott Foresman (K-5), Adopted in 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Reflections; Harcourt School Publishers (K-3) Adopted in 2007 History-Social Science for California; Scott Foresman (4th-5th) Adopted in 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Buckeye Union School District is proud of the facilities that are provided for students and families. Each year parent surveys indicate that they are pleased with the condition of the schools.

Oak Meadow Elementary School was originally constructed in July 2003 and is comprised of 32 classrooms, one multipurpose room, one library, one staff lounge, one computer lab, and two playgrounds. While reviewing this report, please note that even minor discrepancies are reported in the facility inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process

The principal works daily with the custodial staff of five (two full-time and three part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure that efficient service and highest priority are given to emergency repairs.

Deferred Maintenance Budget

During the recent economic crisis the State suspended their matching grant obligation to District's participating in the deferred maintenance program. District's were no longer required to match local funds with the grant, and District's were no longer required to spend the grant on deferred maintenance projects. While the district is no longer matching the grant amount, the BUSD Board of Trustee's acted to keep whatever grant proceeds received dedicated to the deferred maintenance projects in the district. While the budget has been reduced by 50% the district is still operating the program to maintain its facilities.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 5/30/17					
System Inspected	**Repair Status**				**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				D Building - Floor tiles in classrooms showing cracks, but still securely adhered. G Building - Floor tiles in classrooms showing cracks, but still securely adhered. H Building - Floor tiles in classrooms showing cracks, but still securely adhered. E Building - Floor tiles in classrooms showing cracks, but still securely adhered.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				Girls restrooms- 2 hand driers not working. Boys Restroom- 1 hand drier not working, 1 partiton loose
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	77	81	66	69	48	48
Math	72	74	61	63	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	83	86	84	85	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	9	18.7	58.7

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	160	159	99.4	86.2
Male	79	79	100.0	88.6
Female	81	80	98.8	83.8
Asian	24	24	100.0	91.7
Hispanic or Latino	20	20	100.0	80.0
White	91	90	98.9	88.9
Two or More Races	14	14	100.0	71.4
Socioeconomically Disadvantaged	12	11	91.7	81.8
Students with Disabilities	19	19	100.0	73.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	447	442	98.88	81
Male	245	241	98.37	76.76
Female	202	201	99.5	86.07
Black or African American	--	--	--	--
Asian	77	75	97.4	84
Filipino	--	--	--	--
Hispanic or Latino	61	60	98.36	78.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	249	247	99.2	80.97
Two or More Races	42	42	100	83.33
Socioeconomically Disadvantaged	39	37	94.87	62.16
English Learners	49	47	95.92	72.34
Students with Disabilities	49	48	97.96	47.92
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	447	443	99.11	74.27
Male	245	241	98.37	75.1
Female	202	202	100	73.27
Black or African American	--	--	--	--
Asian	77	76	98.7	81.58
Filipino	--	--	--	--
Hispanic or Latino	61	60	98.36	66.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	249	247	99.2	75.3
Two or More Races	42	42	100	76.19
Socioeconomically Disadvantaged	39	37	94.87	48.65
English Learners	49	48	97.96	68.75
Students with Disabilities	49	48	97.96	41.67
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Oak Meadow Elementary realizes the positive correlation between parent involvement and student success. For this reason, the school continually searches for avenues to involve parents and the community to participate in the education of our students. The school greatly benefits from its supportive parents who are a part of the Parent Teacher Organization (PTO), volunteer for various programs such as Meet the Masters, and donate to the Adopt-a-Classroom.

The school also benefits from several community partnerships, including PC Pals with Intel, Big Brothers/Big Sisters with Blue Shield, cross-age buddies, a tutoring program with Oak Ridge High School and Hands 4 Hope, a non-profit program where students help other students in the community.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan
The school provides a safe, clean environment for students, staff, and volunteers. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, and disaster drills are held regularly throughout the school. The School Site Safety Plan was last reviewed and updated in November 2017 by the School Safety Committee. Safety drills are practiced on a regular basis. Maintaining a kind and caring community is a primary goal for our school.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Students are supervised before-and-after school by the extended day care program and the Parking Lot Supervisors. Yard duties help with supervision during lunch and break periods. There are designated areas for student drop off and pick up. Visitors must sign-in and obtain a badge in the main office.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.2	1.8	1.6
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	0.2
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	25	25	26				4	4	5			
1	22	22	26				5	5	3			
2	26	26	20			1	5	5	4			
3	24	24	26				6	6	6			
4	30	30	23			1	5	5	5			
5	26	26	26	1	1	1	4	4	5			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

As part of the growth process, opportunities for training and staff development are provided at both the District and individual school sites to administrators, teachers, and classified staff. The District offers three staff development days annually, where staff members are offered growth opportunities in curriculum, teaching strategies, and methodologies.

The 2017-2018 staff development focus continues to includes: Common Core State Standards in science, mathematics and English language arts, differentiated Instruction to meet the needs of a variety of learners in the classroom, use of technology in the classroom, and review of data related to state and District level assessments.

Staff is offered support through the Peer Assistance Review (PAR) program and new educators can find mentors through the Beginning Teacher Support Association (BTSA).

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$44,321	$47,034
Mid-Range Teacher Salary	$66,945	$73,126
Highest Teacher Salary	$89,720	$91,838
Average Principal Salary (ES)	$112,285	$116,119
Average Principal Salary (MS)	$119,207	$119,610
Average Principal Salary (HS)		$115,194
Superintendent Salary	$158,227	$178,388
Percent of District Budget		
Teacher Salaries	40%	37%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$8,034	$1,169	$6,865	$70,981
District	♦	♦	$7,232	$70,981
State	♦	♦	$6,574	$74,194
Percent Difference: School Site/District			-5.1	0.0
Percent Difference: School Site/ State			4.4	-4.3

* Cells with ♦ do not require data.

Types of Services Funded

In addition to general state funding, Buckeye Union School District receives state and federal funding for the following categorical funds and other support programs:

- Special Education
- Title I
- Title II
- Title III
- Home to School Transportation
- Lottery

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Camerado Springs Middle School

2480 Merrychase Drive • Cameron Park, CA 95682 • (530) 677-1658 • Grades 6-8
Douglas Shupe, Principal
dshupe@buckeyeusd.org
www.csms-buckeye-ca.schoolloop.com

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Buckeye Union Elementary School District
1665 Blackstone Parkway
El Dorado Hills, CA 95762
(530) 677-2261
www.buckeyeusd.org

District Governing Board
Royce Gough
Brenda Hanson-Smith
Winston Pingrey
Kirk Seal
Gloria Silva

District Administration
David Roth, Ph. D.
Superintendent
Jackie McHaney
Assistant Superintendent of Administrative Services
Patty Randolph
Director of Curriculum and Instruction
Nicole Schraeder
Director of Student Services
Brian McCahon
Director of Facilities

School Description

Camerado Springs 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 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.

We are continuing to develop a comprehensive assessment and accountability plan aligned to the Common Core State Standards. This enables us to determine the progress of our students and guide our school in the continuing development of a curriculum that meets the changing needs of our students. The information received from these assessments, in addition to letter grades from report cards, are relayed to students and parents each trimester. This informs them of the progress being made by the student in subject areas and helps teachers identify specific skills or knowledge that require greater attention.

Students in the middle grades need to become increasingly responsible and independent as they prepare for high school. We help students develop responsibility by providing binder reminders and online grades accessible to students and parents so that students can track their own academic progress. We recognize students for responsible citizenship and academic achievement. When students are not acting responsibly, the student, parent and teachers meet to clarify the situation and develop a plan to assist the student.

While we emphasize academics, we understand that early adolescence is a time of change, and students need guidance and support to succeed. During the middle grades, students need to feel included, welcomed, safe, and secure at school. We have a consistent and well-communicated discipline plan and a reward program in place for students who exhibit good behavior.

School Profile

Camerado Springs Middle School is one of two middle schools and six elementary schools, including a Charter Montessori in the Buckeye Union School District. The district was established in 1858 and currently serves the communities of Shingle Springs, Cameron Park and El Dorado Hills in El Dorado County.

During the 2017-18 school year, 675 sixth through eight grade students were enrolled at the school, with classes arranged on a traditional schedule.

Camerado Springs Middle School was recognized as a Gold Ribbon School in the Spring of 2017.

Mission Statement

- 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.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 6	241
Grade 7	252
Grade 8	221
Total Enrollment	714

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.8
American Indian or Alaska Native	0.6
Asian	2.9
Filipino	1.8
Hispanic or Latino	16.9
Native Hawaiian or Pacific Islander	0.3
White	72.4
Two or More Races	4.2
Socioeconomically Disadvantaged	21.4
English Learners	3.9
Students with Disabilities	14.3
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Camerado Springs Middle School	**15-16**	**16-17**	**17-18**
With Full Credential	32	32	31
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	2	1	1
Buckeye Union Elementary School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	204
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Camerado Springs Middle	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Buckeye Union School District held a public hearing on September 21st, 2017, and determined that each school within the District had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are provided their own individual standards-aligned textbooks or instructional materials, or both, in core subjects as well as foreign language for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District office prior to adoption. The table displays the most recent information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials Year and month in which data were collected: November 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Houghton Mifflin Harcourt Collections (6th-8th), Adopted in 2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Big Ideas Math (6th-8th), Adopted in 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Pearson/Prentice Hall (6th-8th), Adopted in 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	TCI History Alive! (6th-8th), Adopted in 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	Avancemos!; Holt McDougall, Adopted in 2012 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Buckeye Union School District is proud of the facilities that are provided for students and families. Each year parent surveys indicate that they are pleased with the condition of the schools. In the most recent parent survey, 96.7% of parents indicated that this school was clean and well-maintained.

Camerado Springs Middle School was originally constructed in 1976 and is comprised of 40 permanent classrooms, 12 portables, one gym, one multipurpose room, one library, one staff lounge, two computer labs, three blacktop areas, and one sports field. Full modernization of the campus was completed in 2011. Through Measure K all classrooms were equipped with Promethean boards, the science labs were updated and evening lighting was installed throughout campus. Renovation to the lunch area (benches, fencing, walkways & ramps/steps), basketball courts, and blacktop were completed.in the Summer of 2017.

Cleaning Process

The principal works daily with the custodial staff of five (four full-time and one part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure that efficient service and highest priority are given to emergency repairs.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 2/24/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Loose wall covering seam, carpet stains, ceiling tile stains.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Light bulb replacements, 1 hand dryer not working.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			1 sink not working, 1 drinking fountain needed adjustment.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Door needed weather strip.

Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	The school meets or exceeds most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	55	64	66	69	48	48
Math	46	50	61	63	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	84	83	84	85	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	**2016-17 Percent of Students Meeting Fitness Standards**		
	4 of 6	**5 of 6**	**6 of 6**
7	10.7	28	53.9

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	214	212	99.1	83.5
Male	113	112	99.1	83.0
Female	101	100	99.0	84.0
Hispanic or Latino	23	23	100.0	73.9
White	173	172	99.4	84.9
Socioeconomically Disadvantaged	46	46	100.0	71.7
Students with Disabilities	28	27	96.4	44.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	710	700	98.59	63.57
Male	347	341	98.27	53.67
Female	363	359	98.9	72.98
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	22	95.65	81.82
Filipino	12	12	100	91.67
Hispanic or Latino	125	122	97.6	45.9
Native Hawaiian or Pacific Islander	--	--	--	--
White	508	502	98.82	67.53
Two or More Races	31	31	100	51.61
Socioeconomically Disadvantaged	155	154	99.35	42.21
English Learners	53	51	96.23	39.22
Students with Disabilities	96	93	96.88	20.43
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	710	701	98.73	50.36
Male	347	342	98.56	48.54
Female	363	359	98.9	52.09
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	22	95.65	63.64
Filipino	12	12	100	33.33
Hispanic or Latino	125	122	97.6	32.79
Native Hawaiian or Pacific Islander	--	--	--	--
White	508	503	99.02	55.27
Two or More Races	31	31	100	45.16
Socioeconomically Disadvantaged	155	154	99.35	29.22
English Learners	53	51	96.23	35.29
Students with Disabilities	97	94	96.91	6.38
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Camerado Springs Middle School realizes the positive correlation between parent involvement and student success. For this reason, the school continually searches for avenues to involve parents and the community to participate in the education of our students. The school greatly benefits from its supportive parents who serve as volunteers on the School Site Council, representation on district committees (Master Plan, Budget, Wellness, Buckeye Education Foundation), and are a part of the Parent Teacher Organization (PTO). Parent education opportunities are offered at various points in the school year: Love and Logic Parenting classes, Camerado Springs 101, and Parenting in a Digital World. The school also benefits from several community partnerships including Intel Corporation's PC Pals program and Indian Education. Parents are also encouraged and welcome to volunteer at the site. Camerado has many opportunities for parents to assist in classrooms or with student activities. Parents should contact the school office if interested in getting involved in one of the above opportunities.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The school provides a safe, clean environment for students, staff, and volunteers. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, and disaster drills are held regularly throughout the school. The School Site Safety Plan was last reviewed and updated in September 2017 by the School Safety Committee and approved by the school Site Council. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Students are supervised during break periods, before-and- after school by certificated staff, and yard duties supervise students during lunch. There is a designated area for student drop off and pick up. Visitors are welcome, and asked to check-in and receive a pass in the main office.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	2.9	6.2	4.0
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.2	1.8	1.6
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.4
Resource Specialist	6.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
	Average Class Size			**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
English	26	26	26	4	4	5	12	12	9			3
Mathematics	11	11	14	3	3	4						
Science	26	26	27	3	3	4	12	12	10			2
Social Science	28	28	29	2	2	2	12	12	10			3

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

As part of the growth process, opportunities for training and staff development are provided at both the District and individual school sites to administrators, teachers, and classified staff. The District offers three staff development days annually, where staff members are offered growth opportunities in curriculum, teaching strategies, and methodologies.

The 2017-2018 staff development focus included: Common Core State Standards in mathematics and English language arts, differentiated Instruction to meet the needs of a variety of learners in the classroom, use of technology in the classroom, wellness in the workplace, and review of data related to state and District level assessments, Special Education Accommodations/Modifications Training, Next Generation Science Standards (NGSS) training, Turn It In training, Positive Behavioral Interventions and Supports (PBIS), the California Assessment of Student Performance and Progress Portal (CAASPP Portal), and Multi-Tiered Systems and Supports (MTSS).

Staff is offered support through the Peer Assistance Review (PAR) program and new educators can find mentors through the Beginning Teacher Support Association (BTSA).

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$44,321	$47,034
Mid-Range Teacher Salary	$66,945	$73,126
Highest Teacher Salary	$89,720	$91,838
Average Principal Salary (ES)	$112,285	$116,119
Average Principal Salary (MS)	$119,207	$119,610
Average Principal Salary (HS)		$115,194
Superintendent Salary	$158,227	$178,388
Percent of District Budget		
Teacher Salaries	40%	37%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$8,818	$1,084	$7,734	$70,981
District	♦	♦	$7,232	$70,981
State	♦	♦	$6,574	$74,194
Percent Difference: School Site/District			6.9	0.0
Percent Difference: School Site/ State			17.6	-4.3

* Cells with ♦ do not require data.

Types of Services Funded

In addition to general state funding, Buckeye Union School District receives state and federal funding for the following categorical funds and other support programs:

- Special Education
- Title I
- Title II
- Title III
- Supplemental Grant Funding
- Home to School Transportation
- Lottery

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Buckeye Elementary School

4561 Buckeye Road • Shingle Springs, CA 95682 • (530) 677-2277 • Grades K-5
Deedra Devine, Principal
ddevine@buckeyeusd.org
bes.buckeyeusd.org

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Buckeye Union Elementary School District
1665 Blackstone Parkway
El Dorado Hills, CA 95762
(530) 677-2261
www.buckeyeusd.org

District Governing Board
Winston Pingrey
Brenda Hanson-Smith
Royce Gough
Kirk Seal
Gloria Silva

District Administration
David Roth, Ph. D.
Superintendent
Jackie McHaney
Assistant Superintendent of Administrative Services
Patty Randolph
Director of Curriculum and Instruction
Nicole Schraeder
Director of Student Services

School Description

Principal's Message

Buckeye Elementary School, a 2010 California Distinguished School and 2017 STAR Honor Roll School, is home of the Bobcats. Built in a wide open oak woodland, our campus is beautiful and inviting. For many years Buckeye School was the only school in a one-school district. Located in Shingle Springs, a rural part of the gold country, our school is rich in history and is the heart of our community. Although we are the oldest school in our community, we have consistently maintained a commitment to innovative instruction and excellence in education.

Our school is equipped with the latest in educational technology that inspires our staff and engages our students. We are particularly proud of a full computer lab, internet connected student computers in each classroom, teacher laptop computers, document cameras, and Promethean interactive boards in every classroom. We recently added chrome book carts in our 3rd-5th grade classrooms and several iPads in our Kindergarten classrooms. We have had extensive professional development in the use of technology to enhance student learning. All of this adds to an exciting learning and teaching environment.

Our school demographics reflect the rural community that is truly Buckeye. We provide a wide variety of programs that support the different needs of our students. Buckeye Elementary has a significant socioeconomically disadvantaged population and Title I program. Our site houses the district's food service facility and our breakfast program is popular with many Buckeye students. Bobcat RAP (our signature intervention program) provides students with differentiated instruction in the area of reading. These programs were added to address our student's needs and readiness for school.

School Profile

Buckeye Elementary School is one of six elementary schools and two middle schools in the Buckeye Union School District. The district was established in 1858 and currently serves the communities of Shingle Springs, Cameron Park and El Dorado Hills in El Dorado County.

During the 2016-17 school year, 360 Kindergarten through fifth grade students were enrolled at the school, with classes arranged on a traditional schedule.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	53
Grade 1	61
Grade 2	65
Grade 3	64
Grade 4	69
Grade 5	49
Total Enrollment	361

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0
American Indian or Alaska Native	0.6
Asian	0.3
Filipino	0
Hispanic or Latino	18.3
Native Hawaiian or Pacific Islander	0.6
White	74.8
Two or More Races	5.3
Socioeconomically Disadvantaged	43.8
English Learners	6.4
Students with Disabilities	17.5
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Buckeye Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	19	18	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Buckeye Union Elementary School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	204
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Buckeye Elementary School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Buckeye Union School District held a public hearing in September, 2017, and determined that each school within the District had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are provided their own individual standards-aligned textbooks or instructional materials, or both, in core subjects as well as foreign language for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District office prior to adoption. The table displays the most recent information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Benchmark Education Leveled Texts Adopted in 2015 Fountas and Pinnell Benchmark Assessment System Adopted in 2015 SIPPS (Systematic Instruction in Phonics, Phonological Awareness, and Sight Words) Adopted in 2015 (K-3) Reading Fundamentals – Schoolwide, Inc., Adopted in 2016 Close Reading Portfolios; SNAP! Learning, Adopted in 2016 Fountas and Pinnell Leveled Literacy Intervention, Adopted in 2015 Being A Writer (K-5) Adopted in 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Math In Focus (K) and Envision Math (1st-5th), Adopted in 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Pearson Scott Foresman (K-5), Adopted in 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Reflections; Harcourt School Publishers (K-3) Adopted in 2007 History-Social Science for California; Scott Foresman (4th-5th) Adopted in 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Buckeye Union School District is proud of the facilities that are provided for students and families. Each year parent surveys indicate that they are pleased with the condition of the schools.

Buckeye Elementary was originally constructed in 1957 and is comprised of 13 permanent classrooms, ten portables, one multipurpose room, one library, one staff room, one computer lab, and two playgrounds. Measure K allowed for remodeling in 2009 of the library and computer lab; staff and workroom; district-wide food services kitchen; refinishing of sidewalks and blacktops; and technology addition of Promethean boards and classroom computers. While reviewing this report, please note that even minor discrepancies are reported in the facility inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process

The principal works daily with the custodial staff of three (one full-time day, one full-time night and one part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure that efficient service and highest priority are given to emergency repairs.

Deferred Maintenance Budget

During the recent economic crisis the State suspended their matching grant obligation to District's participating in the deferred maintenance program. District's were no longer required to match local funds with the grant, and District's were no longer required to spend the grant on deferred maintenance projects. While the district is no longer matching the grant amount, the BUSD Board of Trustee's acted to keep whatever grant proceeds received dedicated to the deferred maintenance projects in the district. While the budget has been reduced by 50% the district is still operating the program to maintain its facilities.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 5/9/17					
System Inspected	**Repair Status**				**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				Noted some cracks in VCT, loose ceiling tile.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				Several bulbs needed replacement. 1 light fixture needed to be replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				1 loose drinking fountains, 1 drinking fountain needs to be replaced, 2 drinking fountains needed to be adjusted.
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	45	58	66	69	48	48
Math	49	53	61	63	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	82	69	84	85	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	9.6	25	46.2

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	86	84	97.7	69.1
Male	38	37	97.4	78.4
Female	48	47	97.9	61.7
Hispanic or Latino	23	23	100.0	60.9
White	55	54	98.2	74.1
Socioeconomically Disadvantaged	33	32	97.0	50.0
Students with Disabilities	25	24	96.0	37.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	180	177	98.33	57.63
Male	96	94	97.92	53.19
Female	84	83	98.81	62.65
Hispanic or Latino	29	29	100	41.38
White	135	133	98.52	59.4
Two or More Races	14	13	92.86	69.23
Socioeconomically Disadvantaged	72	72	100	43.06
English Learners	11	11	100	54.55
Students with Disabilities	40	38	95	18.42

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	180	177	98.33	53.41
Male	96	94	97.92	59.14
Female	84	83	98.81	46.99
Hispanic or Latino	29	29	100	39.29
White	135	133	98.52	56.39
Two or More Races	14	13	92.86	53.85
Socioeconomically Disadvantaged	72	72	100	40.28
English Learners	11	11	100	36.36
Students with Disabilities	40	38	95	18.42

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Buckeye Elementary School realizes the positive correlation between parent involvement and student success. For this reason, the school continually searches for avenues to involve parents and the community to participate in the education of our students. The school greatly benefits from its supportive parents who volunteer, are a part of the Parent Teacher Club, participate in fund raising activities, work the Bobcat Bash in the fall and the Ice Cream Social in the spring, and also serve on the School Site Council.

Contact Information
Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Buckeye Elementary at (530) 677-2277. For more information on the Buckeye School District, contact the Superintendent, Dr. David Roth at (530) 677-2261 or (916) 985-2183.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan
The school provides a safe, clean environment for students, staff, and volunteers. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, and disaster drills are held regularly throughout the school year. The School Site Safety Plan was last reviewed and updated in December 2017 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Students are supervised before-and- after school by certificated staff and yard duties supervise students during lunch and break periods. There is a designated area for student drop off and pick up. Visitors must sign-in and wear a badge while on campus.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.3	0.7	1.6
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.2	1.8	1.6
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information
The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2012-2013
Year in Program Improvement	Year 1	Year 2
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Services Staff (Paraprofessional)	0.6
Psychologist	0.4
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	27	27	26				3	3	3			
1	22	22	26				3	3	2			
2	24	24	17			1	3	3	2			
3	27	27	26				2	2	3			
4	29	29	27				3	3	2			
5	24	24	22			1	3	3	3			
Other	2	2		1	1							

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

As part of the growth process, opportunities for training and staff development are provided at both the District and individual school sites to administrators, teachers, and classified staff. The District offers three staff development days annually, where staff members are offered growth opportunities in curriculum, teaching strategies, and methodologies.

The 2016-2017 staff development focus included: Common Core State Standards in Science, differentiated Instruction to meet the needs of a variety of learners in the classroom, use of technology in the classroom, and review of data related to state and District level assessments.

Staff is offered support through the Peer Assistance Review (PAR) program and new educators can find mentors through the Beginning Teacher Support Association (BTSA).

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$44,321	$47,034
Mid-Range Teacher Salary	$66,945	$73,126
Highest Teacher Salary	$89,720	$91,838
Average Principal Salary (ES)	$112,285	$116,119
Average Principal Salary (MS)	$119,207	$119,610
Average Principal Salary (HS)		$115,194
Superintendent Salary	$158,227	$178,388
Percent of District Budget		
Teacher Salaries	40%	37%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$9,139	$1,740	$7,399	$70,981
District	♦	♦	$7,232	$70,981
State	♦	♦	$6,574	$74,194
Percent Difference: School Site/District			2.3	0.0
Percent Difference: School Site/ State			12.5	-4.3

* Cells with ♦ do not require data.

Types of Services Funded

In addition to general state funding, Buckeye Union School District receives state and federal funding for the following categorical funds and other support programs:

- Special Education
- Title I
- Title II
- Title III
- Home to School Transportation
- Lottery

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Blue Oak Elementary School

2391 Merrychase Drive • Cameron Park, CA 95682 • (530) 676-0164 • Grades K-5
Rachelle Ball, Principal
rball@buckeyeusd.org
http://boes-buckeye-ca.schoolloop.com/

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Buckeye Union Elementary School District
1665 Blackstone Parkway
El Dorado Hills, CA 95762
(530) 677-2261
www.buckeyeusd.org

District Governing Board
Winston Pingrey
Brenda Hanson-Smith
Royce Gough
Kirk Seal
Gloria Silva

District Administration
David Roth, Ph. D.
Superintendent
Jackie McHaney
Assistant Superintendent Administrative Services

Patty Randolph
Director of Curriculum and Instruction
Nicole Schraeder
Director of Student Services

School Description

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. Working in close collaboration with Buckeye Union School District, 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. In 2016, Blue Oak was recognized as a Gold Ribbon School for Climate and Culture. This honor validates that Blue Oak School has an outstanding instructional program, high quality curriculum, processes in place for ongoing school improvement, and support for meeting the needs of all students.

School Profile

Blue Oak Elementary School is one of six elementary schools, including a Charter Montessori, and two middle schools in the Buckeye Union School District. The District was established in 1858 and currently serves the communities of Shingle Springs, Cameron Park and El Dorado Hills in El Dorado County. During the 2017-2018 school year, 452 Transitional Kindergarten through fifth grade students were enrolled at the school, with classes arranged on a traditional schedule.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	77
Grade 1	56
Grade 2	76
Grade 3	58
Grade 4	79
Grade 5	96
Total Enrollment	442

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0
American Indian or Alaska Native	0
Asian	1.6
Filipino	0
Hispanic or Latino	13.3
Native Hawaiian or Pacific Islander	0
White	80.8
Two or More Races	4.3
Socioeconomically Disadvantaged	22.4
English Learners	2.9
Students with Disabilities	16.1
Foster Youth	1.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Blue Oak Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	22	21	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Buckeye Union Elementary School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	204
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Blue Oak Elementary School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Buckeye Union School District held a public hearing on September 7, 2016, and determined that each school within the District had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are provided their own individual standards-aligned textbooks or instructional materials, or both, in core subjects as well as foreign language for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District office prior to adoption. The table displays the most recent information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Benchmark Education Leveled Texts Adopted in 2015 Fountas and Pinnell Benchmark Assessment System Adopted in 2015 SIPPS (Systematic Instruction in Phonics, Phonological Awareness, and Sight Words) Adopted in 2015 (K-3) Reading Fundamentals – Schoolwide, Inc., Adopted in 2016 Close Reading Portfolios; SNAP! Learning, Adopted in 2016 Fountas and Pinnell Leveled Literacy Intervention, Adopted in 2015 Being A Writer (K-5) Adopted in 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Math In Focus (K) and Envision Math (1st-5th), Adopted in 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Pearson Scott Foresman (K-5), Adopted in 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Reflections; Harcourt School Publishers (K-3) Adopted in 2007 History-Social Science for California; Scott Foresman (4th-5th) Adopted in 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Buckeye Union School District is proud of the facilities that are provided for students and families. Each year parent surveys indicate that they are pleased with the condition of the schools.

Blue Oak Elementary School was originally constructed in 1988 and is comprised of 12 classrooms, 20 portables, one multipurpose room, one library, one computer lab, and two playgrounds. Recent remodeling included library renovation and extension of the computer lab, as well as an addition of two staff restrooms. In fall 2010 the new sports field was completed. While reviewing this report, please note that even minor discrepancies are reported in the facility inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process

The principal works daily with the custodial staff of four (one full-time head custodian, one part-time groundskeeper, one night full-time, and 1 part-time custodian) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District governing board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair. A work order process is used to ensure that efficient service and highest priority are given to emergency repairs. Work orders are completed in a timely manner.

Deferred Maintenance Budget

During the recent economic crisis the State suspended their matching grant obligation to District's participating in the deferred maintenance program. District's were no longer required to match local funds with the grant, and District's were no longer required to spend the grant on deferred maintenance projects. While the district is no longer matching the grant amount, the BUSD Board of Trustee's acted to keep whatever grant proceeds received dedicated to the deferred maintenance projects in the district. While the budget has been reduced by 50% the district is still operating the program to maintain its facilities.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 5/30/17					
System Inspected	**Repair Status**				**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				Cracks in VCT tiles in multiple locations, some carpet staining, some staining of ceiling tiles..
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				Bulb replacement required in several locations, art taped over electrical panel removed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				Couple of faucets dripping and a couple loose , one toilet flush valve leaking, one hand drier not working, low flow at drinking fountain.
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				Need to replace the roof over the kitchen, the leaks have been repaired but the roof should be replaced. Need to make repairs to the floor and walls near the PE storage room in the MP room.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				Some doors need weatherstripping replaced.
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	The school is maintained in good repair with a few non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	50	50	66	69	48	48
Math	46	42	61	63	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	73	86	84	85	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14	16.1	54.8

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	89	87	97.8	86.2
Male	46	45	97.8	86.7
Female	43	42	97.7	85.7
White	78	76	97.4	89.5
Socioeconomically Disadvantaged	19	19	100.0	79.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	236	228	96.61	50.44
Male	108	102	94.44	45.1
Female	128	126	98.44	54.76
Hispanic or Latino	23	22	95.65	45.45
White	198	191	96.46	52.88
Socioeconomically Disadvantaged	56	55	98.21	38.18
Students with Disabilities	45	44	97.78	18.18

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	236	228	96.61	42.11
Male	108	102	94.44	46.08
Female	128	126	98.44	38.89
Hispanic or Latino	23	22	95.65	36.36
White	198	191	96.46	44.5
Socioeconomically Disadvantaged	56	55	98.21	32.73
Students with Disabilities	47	46	97.87	15.22

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Our community is generous and caring in an atmosphere where cooperation and respect is highly valued. Blue Oak Elementary School realizes the positive correlation between parent involvement and student success. For this reason, the school continually searches for ways to involve parents and the community in the education of our students. The school greatly benefits from the supportive parents who participate in the following ways: Parent Teacher Association (PTA), School Site Council, Garden Of Learning Parent Committee, Parent Volunteer Science Program, Yearbook Committee, Master Plan Committee, LCAP Committee, School Advisory Committee, Traffic Committee and Budget Committee. In addition, we have dedicated classroom volunteers that give their time on a regular basis.

The school benefits from several community partnerships. The school is involved in programs with Cameron Park Rotary Club, El Dorado County District Attorney, Intel Corporation's PC Pals and volunteers; Great Day of Service, Boy Scouts and the Eagle Scouts who also complete various upgrade maintenance projects around campus. The school relies on partnerships with the Cameron Park Fire Department and the El Dorado County Sheriff's Department.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The school provides a safe, clean and well maintained environment for students, staff, and volunteers. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, lock down, earthquake, and disaster drills are held regularly throughout the school. The School Site Safety Plan was last reviewed and updated in October 2017 by the School Safety Committee and School Site Council. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Blue Oak Elementary participates in the October Annual Safety Day, the Annual Great Shake Out earthquake drill, lock down drills (three a year) and various fire drills (once a month). Students are supervised before and after school by certificated staff and yard duties supervise students during lunch and recess. There is a designated area for student drop off and pick up in front of the school. Visitors must sign-in and wear a badge on campus, and all volunteers must be fingerprinted.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.3	1.8	0.6
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.2	1.8	1.6
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Services Staff (Paraprofessional)	0.6
Psychologist	0.6
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	24	24	26				4	4	3			
1	22	22	27				2	2	2			
2	24	24	19			1	3	3	3			
3	18	18	26	1	1		4	4	3			
4	30	30	23			1	3	3	3			
5	28	28	29				4	4	3			
Other	7	7	4	1	1	1						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

As part of the growth process, opportunities for training and staff development are provided at both the District and individual school sites to administrators, teachers, and classified staff. The District offers three staff development days annually, where staff members are offered growth opportunities in curriculum, teaching strategies, and methodologies.

The 2017-2018 staff development focus included: NGSS, 5E Lesson Plan, differentiated instruction to meet the needs of a variety of learners in the classroom, use of technology in the classroom, and review of data related to state and District level assessments.

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

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$44,321	$47,034
Mid-Range Teacher Salary	$66,945	$73,126
Highest Teacher Salary	$89,720	$91,838
Average Principal Salary (ES)	$112,285	$116,119
Average Principal Salary (MS)	$119,207	$119,610
Average Principal Salary (HS)		$115,194
Superintendent Salary	$158,227	$178,388
Percent of District Budget		
Teacher Salaries	40%	37%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$8,755	$1,414	$7,341	$70,981
District	♦	♦	$7,232	$70,981
State	♦	♦	$6,574	$74,194
Percent Difference: School Site/District			1.5	0.0
Percent Difference: School Site/ State			11.7	-4.3

* Cells with ♦ do not require data.

Types of Services Funded

In addition to general state funding, Buckeye Union School District receives state and federal funding for the following categorical funds and other support programs:

- Special Education
- Title I
- Title II
- Title III
- Home to School Transportation
- Lottery

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Surplus Form

Date: 12/11/17 Site: District Office Your Name: Wendy Barlow

Room #	Description	Tag No.	Serial #	Reason For Surplus
EDCOE	Cisco ASA 5510 Firewall	7317	JMX1324L 0SQ	Obsolete

Computer Technician's Initials: WB Date: 12-11-17

approved 1/17/18 CH

BEFORE THE
GOVERNING BOARD
OF THE
BUCKEYE UNION SCHOOL DISTRICT

RESOLUTION TO APPROVE THE PETITION OF COTTONWOOD CHARTER SCHOOL TO ESTABLISH THE COTTONWOOD CHARTER SCHOOL, INC.

RESOLUTION NO. 18-01

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

WHEREAS, on or about November 15, 2017, Petitioners presented its Charter Petition for the establishment of the Cottonwood Charter School to the Buckeye Union School District ("District"); and

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

WHEREAS, on December 13, 2017, with the consent of the Petitioners, the Governing Board of the Buckeye Union School District convened a public hearing to comply with the provisions of Education Code Section 47605(b) and afforded to every interested person an opportunity to address the merits of the Cottonwood Charter Petition either in writing or orally; and

WHEREAS, the Board has convened on January 17, 2018, to consider whether to grant or deny the Petition;

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

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

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

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

Section 2. That the Governing Board of the Buckeye Union School approves the Cottonwood Charter for a term of 3 years commencing on July 1, 2018, and ending on June 30, 2021, subject to the conditions identified in the Conditions of Approval, attached hereto as Exhibit "A" and incorporated herein by this reference.

Section 3. That since the Governing Board does not meet in July, it is also acting at this time to withdrawal the approval of the Petition to commence operations for the 2018-2019 school year, if the conditions are not met by the deadlines set forth in Exhibit "A", and as set forth therein.

Section 4. The District Superintendent or the Superintendent's designee is further authorized to take any further actions necessary to carry out the intent of this Resolution.

Section 5. In the event any section or portion of this Resolution shall be determined invalid or unconstitutional, such section or portion shall be deemed severable and all other sections or portions hereof shall remain in full force and effect. The Board hereby declares that it would have passed this Resolution and each section, subsection, sentence, clause or phrase irrespective of the fact that any one or more sections, subsections, sentences, clauses or phrases be declared to be unconstitutional.

Passed and Adopted by roll call vote this January 17, 2018 by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

_____
WINSTON PINGREY
President, Governing Board

I, Brenda Hanson-Smith, Clerk of the Governing Board of the Buckeye Union School District, do hereby certify that the foregoing resolution was regularly introduced, passed and adopted by the Governing Board at its meeting held on January 17, 2018.

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

EXHIBIT "A"
CONDITIONS OF APPROVAL

In order for the charter to open for the 2018-19 school year the following conditions must occur:

1. By August 1, 2018 the Charter must identify the facilities for use to serve the independent study TK-8th and 9-12th program outlined in its Petition.

2. By August 1, 2018 the Charter must enter into an Operating MOU that is acceptable to the District that includes, but is not necessarily limited to, addressing such items as:
   - The provisions of services and funding for special education services;
   - The parties fiscal and administrative responsibilities, respectively;
   - The parties legal relationship, including a comprehensive hold harmless/indemnity provision;
   - Those matters specifically identified in the Petition; and
   - Those matters not covered by the Petition but necessary for effective oversight.

3. By August 1, 2018, the Charter must provide the District with proof of acceptance into the El Dorado County Charter SELPA.

4. By August 1, 2018, the Charter must provide written assurances that it will comply with the annual Child Abuse Reporting Act training requirements.

5. By August 1, 2018, the Charter must provide written assurances that it will comply with the Brown Act, California Public Records Act, and Conflict of Interest Act.

6. By August 1, 2018, the Charter must produce a list of staff and assignments and the credentials they hold;

7. By August 1, 2018 the Charter must produce a list of enrolled students, including names and addresses and home school district; should the enrollment figures vary by more than 15 ADA from the submitted budgets, a revised budget will be submitted;

8. By August 15, 2018 proof of insurance as follows:
   - General Liability: At least $1,000,000 per occurrence, and $3,000,000 in total general liability insurance, providing coverage for negligence, errors and omissions/educators legal liability, abuse and molestation, and employment practices liability of Cottonwood Charter School, its governing board, officers, agents, employees or students. The deductible per occurrence for said insurance shall not exceed $20,000.00.

- Workers Compensation: In accordance with the provisions of the California Labor Code.
- Automobile Insurance: To the extent necessary and in amounts appropriate for the type and use of vehicles, as appropriate.

9. By August 15, 2018, submit the name and title of the individual(s) who will perform the audit.

10. By August 15, 2018, submit the name and title of the individual(s) or entities who will third party administrative service providers for Cottonwood.

11. By August 15, 2018, submit a copy of all policies identified in the Petition to be developed.

Should any and/or all of the above-identified conditions set forth in Items No. 1-11 above not be met, the Charter will not be authorized to open for operation for the 2018-2019 school year under the authority of the Buckeye Union School District.

BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #: XI. 2.

ACTION: Board Acceptance of the Annual Audit Report for the Year Ending June 30, 2017

SITUATION:
The annual audit for the fiscal year ending June 30, 2017, has been completed. The audit report is now submitted for Board review and acceptance.

PLAN:
The plan is to accept the annual audit report for the fiscal year ended June 30, 2017, as submitted by Crowe Horwath LLP, Certified Public Accountants.

(Copies of the Annual Audit Report are available at the District Office and on the District's webpage.)

FISCAL IMPACT:
None

SUPERINTENDENT'S RECOMMENDATION:
The Superintendent recommends that the Board accept the annual audit report for the fiscal year ended June 30, 2017, as submitted by Crowe Horwath LLP, Certified Public Accountants.

BUCKEYE UNION SCHOOL DISTRICT

MEASURE K GENERAL OBLIGATION BONDS
PERFORMANCE AUDIT

June 30, 2017

BUCKEYE UNION SCHOOL DISTRICT
El Dorado Hills, California

MEASURE K GENERAL OBLIGATION BONDS
PERFORMANCE AUDIT
June 30, 2017

CONTENTS

INDEPENDENT AUDITOR'S REPORT 1

BACKGROUND:

LEGISLATIVE HISTORY 2

BUCKEYE UNION SCHOOL DISTRICT
MEASURE K GENERAL OBLIGATION BONDS 2

PERFORMANCE AUDIT:

OBJECTIVES 4

SCOPE 4

METHODOLOGY 4

CONCLUSION 4

Crowe Horwath.

Crowe Horwath LLP
Independent Member Crowe Horwath International

INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Buckeye Union School District
El Dorado Hills, California

We have conducted a performance audit of the Buckeye Union School District (the "District") Measure K General Obligation Bond funds for the year ended June 30, 2017.

We conducted our performance audit in accordance with *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our conclusion based on our audit objectives. We believe the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

Our audit was limited to the objectives listed on page 4 of this report which includes determining the compliance with the performance requirements for the Proposition 39 Measure K General Obligation Bonds under the applicable provisions of Section 1(b)(3)(C) of Article XIIIA of the California Constitution and Proposition 39 as they apply to the bonds and the net proceeds thereof. Management is responsible for Buckeye Union School District's compliance with those requirements.

Solely to assist us in planning and performing our performance audit, we obtained an understanding of the internal controls of Buckeye Union School District to determine the audit procedures that are appropriate for the purpose of providing a conclusion on the District's compliance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIIIA of the California Constitution, but not for the purpose of expressing an opinion on the effectiveness of internal control. Accordingly, we do not express any assurance on the internal control.

The results of our procedures indicated that, in all significant respects, Buckeye Union School District expended Measure K General Obligation Bond funds for the year ended June 30, 2017 only for the specific projects developed by the Board of Trustees and approved by the voters, in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIIIA of the California Constitution.

Crowe Horwath LLP

Crowe Horwath LLP

Sacramento, California
January 2, 2018

BUCKEYE UNION SCHOOL DISTRICT GENERAL OBLIGATION BONDS, MEASURE K

On November 7, 2006, the electorate of Buckeye Union School District approved the $28,300,000 Measure K General Obligation Bonds, with greater than 55% of the votes in favor. The text of the ballot language was as follows:

> *"To Improve education quality and student safety at every school, modernize, update and construct classrooms and school facilities at existing schools and become eligible for millions in additional State money, shall the Buckeye Union School District issue $28,300,000 in bonds at interest rates within the statutory limit? The Board will appoint a citizens' oversight committee, conduct annual independent audits, and spend funds only on school and classroom improvements, with NO money used for administrative salaries."*

The District's Board of Trustees developed Bond Projects listed below to be undertaken at the following schools for Measure K:

Buckeye Elementary School
Blue Oak Elementary School
William Brooks Elementary School
Silva Valley Elementary School
Oak Meadow School
Camerado Springs Middle School
Rolling Hills Middle School

Renovation, Repair and Upgrade Projects

- Replace/repair roof and roof drainage systems. Replace dry rot and other damaged areas.
- Replace/repair outdated and/or damaged water and sewer systems.
- Install/replace heating, air conditioning and ventilation systems with new energy efficient systems.
- Replace/repair plumbing systems, including repair/removal of damaged and outdated systems.
- Install Energy Management Systems to promote energy efficiency and cost reductions.
- Upgrade electrical systems to current standards.
- Provide upgrades to interior and exterior lighting systems and controls to promote efficiency, public safety, and access.
- Replace, repair, and update technology systems necessary for student learning, efficient operations, security, increased capacity and/or processing speed including but not limited to: wiring, LAN/WAN (network) equipment; computers; printers; projectors; assisted listening systems; software and other related equipment.
- Replace, repair, and update Public Address, Intercom, Clock, Bell, Telephone and/or Voice-Over-Internet-Protocol (VOIP) systems.
- Install/update/replace/repair Fire and Life Safety and Security/Surveillance systems where needed for safety and security, or required by current codes and/or regulations, including those of the Division of the State Architect. These systems may include, but not be limited to: fire and intrusion alarm systems; video surveillance; appropriate door hardware; fire suppression systems; water service; upgrade existing spaces for fire safety; kitchen and kitchen equipment upgrades, and other necessary repairs, replacements, and upgrades.

(Continued)

BUCKEYE UNION SCHOOL DISTRICT GENERAL OBLIGATION BONDS, MEASURE K (Continued)

- Install, update, replace and/or repair facility systems as required by Americans With Disabilities Act and other current codes and regulations related to safety and/or accessibility, including those of the Division of the State Architect. These systems may include, but not be limited to: handicap accessible ramps and walkways to permanent and portable school buildings; curb ramps; install accessible doors and hardware; install/repair accessible restrooms for both students and staff; install/repair accessible drinking fountains; install/repair site asphalt and/or concrete for safe path of travel, parking, and accessibility.
- Provide new permanent and portable classroom buildings for current and future growth at existing campuses.
- Remove unusable portable classrooms and restore grounds.
- Provide necessary storage facilities at school sites.
- Replace/repair window systems for safety and energy efficiency.
- Replace/repair asphalt paving, including correction of drainage problems. Provide asphalt systems where necessary.
- Replace/provide covered outdoor eating structures to promote a sanitary, healthy, comfortable student experience.
- Remove hazardous building material, including asbestos and lead as required by health and safety standards.
- Replace/repair flooring systems.
- Replace/repair physical education equipment in multi-purpose rooms including basketball hoops; bleacher systems; lockers; and room dividers for safety and to enhance the student experience.

On July 12, 2007, the District issued General Obligation Bonds in the amount of $16,400,000 to fund the modernization of existing schools and construct new schools and classrooms. Repayment of the bonds is made from the ad valorem taxes to be levied annually upon all property subject to taxation by the District. The Bonds mature serially in varying amounts during the succeeding years through 2032, with interest rates varying from 4.00% to 5.00%.

On July 17, 2008, the District issued General Obligation Bonds in the amount of $8,120,000 to fund the modernization of existing schools and construct new schools and classrooms. Repayment of the bonds is made from ad valorem taxes to be levied annually upon all property subject to taxation by the District. The Bonds mature serially in carrying amounts during the succeeding years through 2033, with interest rates varying from 4.50% to 5.00%.

On September 25, 2014, the District received funds for issuance of General Obligation Refunding Bonds in the aggregate principal amount of $25,735,000. The Refunding Bonds are being issued for the purpose of refund General Obligation Bonds, Election 2006 and 2008. The Refunding Bonds will bear an interest rate ranging from 4.00% to 5.00% and mature through 2034.

The financial activity related to the Measure K General Obligation Bonds is recorded within the District's Financial Activity Report for Fund 21 (Building Fund) in the District's audited financial statements for the year ended June 30, 2017.

OBJECTIVES

The objective of our performance audit was to determine that the District expended Measure K General Obligation Bond funds for the year ended June 30, 2017 only for the purposes approved by the voters and only on the specific projects developed by the Board of Trustees, in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)C of Article XIII A of the California Constitution.

SCOPE

The District provided to us a list of all Measure K General Obligation Bond project expenditures for the year ended June 30, 2017 (the "List"). A total of $398,655 in expenditures from July 1, 2016 through June 30, 2017 were identified.

METHODOLOGY

We performed the following procedures to the List of Measure K General Obligation Bond project expenditures for the year ended June 30, 2017:

- Verified the mathematical accuracy of the List.
- Reconciled the list to total bond expenditures as reported by the District in the District's audited financial statements for the year ended June 30, 2017, presented as the Building Fund.
- Selected a sample of 6 expenditures totaling $348,372. The sample was selected to provide a representation across specific construction projects, vendors and expenditure amounts. The sample represented 87% of the total expenditure value. Verified that the funds were generally expended for the construction, renovation, furnishing, and equipping of school facilities constituting authorized bond projects. Verified that no funds were used to pay the salaries of district employees.

CONCLUSION

The results of our procedures indicated that, in all significant respects, Buckeye Union School District expended Measure K General Obligation Bond funds for the year ended June 30, 2017 only for the specific projects developed by the Board of Trustees and approved by the voters, in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIIIA of the California Constitution.

BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #: XI.3.

ACTION: Board Acceptance of the Measure K Annual Performance Audit Report for the Year Ending June 30, 2017

SITUATION:
The annual performance audit for the Measure K general obligation bond funds for the fiscal year ending June 30, 2017, has been completed. The audit resulted in no findings or recommendations for the Measure K bond fund for the year ending June 30, 2017. The annual performance audit report has been submitted for your review and acceptance.

PLAN:
The plan is to accept the Measure K annual performance audit report for the fiscal year ended June 30, 2017, as submitted by Crowe Horwath LLP, Certified Public Accountants.

(Copies of the Annual Audit Report are available at the District Office.)

FISCAL IMPACT:
None

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

SUPERINTENDENT'S RECOMMENDATION:
The Superintendent recommends that the Board accept the Measure K annual performance audit report for the fiscal year ended June 30, 2017, as submitted by Crowe Horwath LLP, Certified Public Accountants.

BUCKEYE UNION SCHOOL DISTRICT

MEASURE K GENERAL OBLIGATION BONDS
FINANCIAL STATEMENTS
June 30, 2017

BUCKEYE UNION SCHOOL DISTRICT
El Dorado Hills, California

MEASURE K GENERAL OBLIGATION BONDS
June 30, 2017

CONTENTS

INDEPENDENT AUDITOR'S REPORT 1

FINANCIAL SECTION:

BALANCE SHEET 3

STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCE 4

NOTES TO FINANCIAL STATEMENTS 5

OTHER INDEPENDENT AUDITOR'S REPORTS:

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS* 10

FINDINGS AND RECOMMENDATIONS:

SCHEDULE OF AUDIT FINDINGS AND RECOMMENDATIONS 12

SCHEDULE OF PRIOR YEAR AUDIT FINDINGS 13

INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Buckeye Union School District

Report on the Financial Statements

We have audited the accompanying financial statements of Buckeye Union School District (the "District") Measure K General Obligation Bonds (the "Bonds") activity included in the Building Fund of the District, as of and for the year ended June 30, 2017, and the related notes to the financial statements, as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of risk of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design the audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting principles used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

(Continued)

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Buckeye Union School District (the "District") Measure K General Obligation Bonds activity as of June 30, 2017, and the changes in financial position thereof for the year then ended, in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note 1, the financial statements present the financial activity and balances of the Measure K General Obligation Bonds activity only, and do not purport to, and do not, present fairly the financial position of Buckeye Union School District, as of June 30, 2017 or the changes in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated January 2, 2018 on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters for Measure K General Obligation Bonds activity. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance for Measure K General Obligation Bonds activity. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control financial reporting and compliance for the Measure K General Obligation Bonds activity.

Crowe Horwath LLP

Crowe Horwath LLP

Sacramento, California
January 2, 2018

BUCKEYE UNION SCHOOL DISTRICT
MEASURE K GENERAL OBLIGATION BONDS
BALANCE SHEET
June 30, 2017

ASSETS	
Cash in County Treasury (Note 2)	$ 403,117
LIABILITIES AND FUND BALANCE	
Accounts payable	$ 1,200
Fund balance – restricted (Note 3)	401,917
Total liabilities and fund balance	$ 403,117

See accompanying notes to financial statements.

BUCKEYE UNION SCHOOL DISTRICT
MEASURE K GENERAL OBLIGATION BONDS
STATEMENT OF REVENUES, EXPENDITURES AND
CHANGE IN FUND BALANCE
For the Year Ended June 30, 2017

Revenues:	
Other local sources	$ 3,030
Expenditures:	
Capital Outlay	398,655
Change in fund balance	(395,625)
Fund balance, July 1, 2016	797,542
Fund balance, June 30, 2017	$ 401,917

See accompanying notes to financial statements.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The accounting policies of Buckeye Union School District (the "District") conform to accounting principles generally accepted in the United States of America as applicable to governments and to general practices within California school districts. The District accounts for its financial transactions in accordance with policies and procedures of the Department of Education's *California School Accounting Manual*. The activities of the Measure K Bonds are recorded along with other activities in the District's Building Fund. The accounting policies of the District conform to accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board (GASB). The following is a summary of the more significant accounting policies:

Financial Reporting Entity: The financial statements include the activity and balances of the Measure K General Obligation Bonds activity, only. The activities of the Measure K General Obligation Bonds are recorded along with other activities in the District's Building Fund. These financial statements are not intended to present the financial position and results of operations of Buckeye Union School District as a whole.

Basis of Accounting: Basis of accounting refers to when revenues and expenditures or expenses are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied.

The basic financial statements are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual; i.e., both measurable and available. "Available" means collectible within the current period or within 60 days after year end. Expenditures are generally recognized under the modified accrual basis of accounting when the related liability is incurred. The exception to this general rule is that principal and interest on general obligation long-term liabilities, if any, is recognized when due.

Budgets and Budgetary Accounting: Annual budgets are adopted on a basis consistent with generally accepted accounting principles for all government funds. By State law, the District's Board of Trustees must adopt a final budget no later than July 1. A public hearing must be conducted to receive comments prior to adoption. The District's Board of Trustees satisfied these requirements.

The District's Board of Trustees and Superintendent revise the budgets during the year to give consideration to unanticipated income and expenditures.

Formal budgetary integration was employed as a management control device during the year for all budgeted funds. The District employs budget control by minor object and by individual appropriation accounts. Expenditures cannot legally exceed appropriations by major object account.

Accounting Estimates: The presentation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reporting period. Actual results could differ from those estimates.

(Continued)

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Encumbrances: Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid. All encumbrances are liquidated as of June 30.

NOTE 2 – CASH

Cash in County Treasury: In accordance with Education Code Section 41001, the District maintains substantially all of its cash in the interest bearing El Dorado County Treasurer's Pooled Investment Fund. The District is considered to be an involuntary participant in an external investment pool. The fair value of the District's investment in the pool is reported in the financial statements at amounts based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The cash held in the County Treasury are classified within level 2 of the fair value hierarchy because they are valued using broker or dealer quotations, or alternative pricing sources with reasonable level of price transparency. The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

Interest Rate Risk: The District does not have a formal investment policy that limits cash and investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. At June 30, 2017, the District had no significant interest rate risk related to cash and investments held.

Credit Risk: The District does not have a formal investment policy that limits its investment choices other than the limitations of State law.

Concentration of Credit Risk: The District does not place limits on the amount it may invest in any one issuer. At June 30, 2017, the District had no concentration of credit risk.

NOTE 3 – FUND BALANCE CLASSIFICATION

Governmental Accounting Standards Board Codification Sections 1300 and 1800, *Fund Balance Reporting and Governmental Fund Type Definitions* (GASB Cod. Sec. 1300 and 1800) implements a five-tier fund balance classification hierarchy that depicts the extent to which a government is bound by spending constraints imposed on the use of its resources. The five classifications are nonspendable, restricted, committed, assigned and unassigned. The fund balance of the Measure K General Obligation Bonds is restricted, as described below.

The restricted fund balance classification reflects amounts subject to externally imposed and legally enforceable constraints. Such constraints may be imposed by creditors, grantors, contributors, or laws or regulations of other governments, or may be imposed by law through constitutional provisions or enabling legislation. Fund balance is restricted for capital projects of the Building Fund in accordance with the Bond Project List for Measure K General Obligation Bonds.

(Continued)

NOTE 4 – PURPOSE OF BOND ISSUANCE (Continued)

Bond Authorization: By approval of this proposition by at least 55% of the registered voters voting on the proposition at an election held on November 7, 2006, Buckeye Union School District was authorized to issue and sell bonds of up to $28,300,000 in aggregate the principal amount.

Purpose of Bonds: The proceeds of the Bonds may be used:

> *"To Improve education quality and student safety at every school, modernize, update and construct classrooms and school facilities at existing schools and become eligible for millions in additional State money, shall the Buckeye Union School District issue $28,300,000 in bonds at interest rates within the statutory limit? The Board will appoint a citizens' oversight committee, conduct annual independent audits, and spend funds only on school and classroom improvements, with NO money used for administrative salaries."*

As required by the California Constitution, the proceeds from the sale of bonds will be used only for the construction, reconstruction, rehabilitation or replacement of school facilities, including the furnishing and equipping of school facilities and not for any other purpose, including teacher and administrator salaries and other school operating expenses.

Bond Project List: The District's Board of Trustees developed Bond Projects listed below to be undertaken at the following schools for Measure K:

Buckeye Elementary School
Blue Oak Elementary School
William Brooks Elementary School
Silva Valley Elementary School
Oak Meadow School
Camerado Springs Middle School
Rolling Hills Middle School

Renovation, Repair and Upgrade Projects

- Replace/repair roof and roof drainage systems. Replace dry rot and other damaged areas.
- Replace/repair outdated and/or damaged water and sewer systems.
- Install/replace heating, air conditioning and ventilation systems with new energy efficient systems.
- Replace/repair plumbing systems, including repair/removal of damaged and outdated systems.
- Install Energy Management Systems to promote energy efficiency and cost reductions.
- Upgrade electrical systems to current standards.
- Provide upgrades to interior and exterior lighting systems and controls to promote efficiency, public safety, and access.
- Replace, repair, and update technology systems necessary for student learning, efficient operations, security, increased capacity and/or processing speed including but not limited to: wiring, LAN/WAN (network) equipment; computers; printers; projectors; assisted listening systems; software and other related equipment.
- Replace, repair, and update Public Address, Intercom, Clock, Bell, Telephone and/or Voice-Over-Internet-Protocol (VOIP) systems.

(Continued)

NOTE 4 – PURPOSE OF BOND ISSUANCE (Continued)

- Install/update/replace/repair Fire and Life Safety and Security/Surveillance systems where needed for safety and security, or required by current codes and/or regulations, including those of the Division of the State Architect. These systems may include, but not be limited to: fire and intrusion alarm systems; video surveillance; appropriate door hardware; fire suppression systems; water service; upgrade existing spaces for fire safety; kitchen and kitchen equipment upgrades, and other necessary repairs, replacements, and upgrades.
- Install, update, replace and/or repair facility systems as required by Americans With Disabilities Act and other current codes and regulations related to safety and/or accessibility, including those of the Division of the State Architect. These systems may include, but not be limited to: handicap accessible ramps and walkways to permanent and portable school buildings; curb ramps; install accessible doors and hardware; install/repair accessible restrooms for both students and staff; install/repair accessible drinking fountains; install/repair site asphalt and/or concrete for safe path of travel, parking, and accessibility.
- Provide new permanent and portable classroom buildings for current and future growth at existing campuses.
- Remove unusable portable classrooms and restore grounds.
- Provide necessary storage facilities at school sites.
- Replace/repair window systems for safety and energy efficiency.
- Replace/repair asphalt paving, including correction of drainage problems. Provide asphalt systems where necessary.
- Replace/provide covered outdoor eating structures to promote a sanitary, healthy, comfortable student experience.
- Remove hazardous building material, including asbestos and lead as required by health and safety standards.
- Replace/repair flooring systems.
- Replace/repair physical education equipment in multi-purpose rooms including basketball hoops; bleacher systems; lockers; and room dividers for safety and to enhance the student experience.

NOTE 5 – GENERAL OBLIGATION BOND ISSUANCES

The bonds are general obligations of the District, and El Dorado County is obligated to levy ad valorem taxes for the payment of and interest on, the principal of the bonds. The Bond Interest and Redemption Fund is maintained by the County Treasurer and is used to account for both the accumulation of resources from ad valorem tax levies and the payment of interest and redemption of principal of the bonds issued by the District.

On July 12, 2007, the District issued General Obligation Bonds in the amount of $16,400,000 to fund the modernization of existing schools and construct new schools and classrooms. Repayment of the bonds is made from the ad valorem taxes to be levied annually upon all property subject to taxation by the District. The Bonds mature serially in varying amounts during the succeeding years through 2032, with interest rates varying from 4.00% to 5.00%.

(Continued)

NOTE 5 – GENERAL OBLIGATION BOND ISSUANCES (Continued)

On July 17, 2008, the District issued General Obligation Bonds in the amount of $8,120,000 to fund the modernization of existing schools and construct new schools and classrooms. Repayment of the bonds is made from ad valorem taxes to be levied annually upon all property subject to taxation by the District. The Bonds mature serially in carrying amounts during the succeeding years through 2033, with interest rates varying from 4.50% to 5.00%.

On September 25, 2014, the District received funds for issuance of General Obligation Refunding Bonds in the aggregate principal amount of $25,735,000. The Refunding Bonds are being issued for the purpose of refund General Obligation Bonds, Election 2006 and 2008. The Refunding Bonds will bear an interest rate ranging from 4.00% to 5.00% and mature through 2034.

NDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Trustees
Buckeye Union School District
El Dorado Hills, California

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States the financial statements of Buckeye Union School District (the "District") Measure K General Obligation Bonds (the "Bonds") activity included in the Building Fund of the District, as of and for the year ended June 30, 2017, and related notes to the financial statements and have issued our report thereon dated January 2, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Buckeye Union School District's internal control over Measure K General Obligation Bond activity financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Buckeye Union School District's internal control. Accordingly, we do not express an opinion of the effectiveness of Buckeye Union School District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control over that we consider to be material weaknesses. However, material weakness may exist that have not been identified.\

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Buckeye Union School District Measure K General Obligation Bond activity included in the Building Fund of the District's financial statements is free of material misstatement, we performed tests of the District's compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards.*

(Continued)

Purpose of this Report

This purpose of this report is intended solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Governmental Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Crowe Horwath LLP

Crowe Horwath LLP

Sacramento, California
January 2, 2018

BUCKEYE UNION SCHOOL DISTRICT
MEASURE K GENERAL OBLIGATION BONDS
SCHEDULE OF AUDIT FINDINGS AND RECOMMENDATIONS
For the Year Ended June 30, 2017

No matters were reported.

BUCKEYE UNION SCHOOL DISTRICT
MEASURE K GENERAL OBLIGATION BONDS
SCHEDULE OF PRIOR YEAR AUDIT FINDINGS RECOMMENDATIONS
For the Year Ended June 30, 2017

No matters were reported.

BUCKEYE UNION SCHOOL DISTRICT

MEASURE K GENERAL OBLIGATION BONDS
PERFORMANCE AUDIT

June 30, 2017

BUCKEYE UNION SCHOOL DISTRICT
El Dorado Hills, California

MEASURE K GENERAL OBLIGATION BONDS
PERFORMANCE AUDIT
June 30, 2017

CONTENTS

INDEPENDENT AUDITOR'S REPORT 1

BACKGROUND:

LEGISLATIVE HISTORY 2

BUCKEYE UNION SCHOOL DISTRICT
MEASURE K GENERAL OBLIGATION BONDS 2

PERFORMANCE AUDIT:

OBJECTIVES 4

SCOPE 4

METHODOLOGY 4

CONCLUSION 4

Crowe Horwath.

Crowe Horwath LLP
Independent Member Crowe Horwath International

INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Buckeye Union School District
El Dorado Hills, California

We have conducted a performance audit of the Buckeye Union School District (the "District") Measure K General Obligation Bond funds for the year ended June 30, 2017.

We conducted our performance audit in accordance with *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our conclusion based on our audit objectives. We believe the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

Our audit was limited to the objectives listed on page 4 of this report which includes determining the compliance with the performance requirements for the Proposition 39 Measure K General Obligation Bonds under the applicable provisions of Section 1(b)(3)(C) of Article XIIIA of the California Constitution and Proposition 39 as they apply to the bonds and the net proceeds thereof. Management is responsible for Buckeye Union School District's compliance with those requirements.

Solely to assist us in planning and performing our performance audit, we obtained an understanding of the internal controls of Buckeye Union School District to determine the audit procedures that are appropriate for the purpose of providing a conclusion on the District's compliance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIIIA of the California Constitution, but not for the purpose of expressing an opinion on the effectiveness of internal control. Accordingly, we do not express any assurance on the internal control.

The results of our procedures indicated that, in all significant respects, Buckeye Union School District expended Measure K General Obligation Bond funds for the year ended June 30, 2017 only for the specific projects developed by the Board of Trustees and approved by the voters, in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIIIA of the California Constitution.

Crowe Horwath LLP

Crowe Horwath LLP

Sacramento, California
January 2, 2018

BUCKEYE UNION SCHOOL DISTRICT GENERAL OBLIGATION BONDS, MEASURE K

On November 7, 2006, the electorate of Buckeye Union School District approved the $28,300,000 Measure K General Obligation Bonds, with greater than 55% of the votes in favor. The text of the ballot language was as follows:

> *"To Improve education quality and student safety at every school, modernize, update and construct classrooms and school facilities at existing schools and become eligible for millions in additional State money, shall the Buckeye Union School District issue $28,300,000 in bonds at interest rates within the statutory limit? The Board will appoint a citizens' oversight committee, conduct annual independent audits, and spend funds only on school and classroom improvements, with NO money used for administrative salaries."*

The District's Board of Trustees developed Bond Projects listed below to be undertaken at the following schools for Measure K:

Buckeye Elementary School
Blue Oak Elementary School
William Brooks Elementary School
Silva Valley Elementary School
Oak Meadow School
Camerado Springs Middle School
Rolling Hills Middle School

Renovation, Repair and Upgrade Projects

- Replace/repair roof and roof drainage systems. Replace dry rot and other damaged areas.
- Replace/repair outdated and/or damaged water and sewer systems.
- Install/replace heating, air conditioning and ventilation systems with new energy efficient systems.
- Replace/repair plumbing systems, including repair/removal of damaged and outdated systems.
- Install Energy Management Systems to promote energy efficiency and cost reductions.
- Upgrade electrical systems to current standards.
- Provide upgrades to interior and exterior lighting systems and controls to promote efficiency, public safety, and access.
- Replace, repair, and update technology systems necessary for student learning, efficient operations, security, increased capacity and/or processing speed including but not limited to: wiring, LAN/WAN (network) equipment; computers; printers; projectors; assisted listening systems; software and other related equipment.
- Replace, repair, and update Public Address, Intercom, Clock, Bell, Telephone and/or Voice-Over-Internet-Protocol (VOIP) systems.
- Install/update/replace/repair Fire and Life Safety and Security/Surveillance systems where needed for safety and security, or required by current codes and/or regulations, including those of the Division of the State Architect. These systems may include, but not be limited to: fire and intrusion alarm systems; video surveillance; appropriate door hardware; fire suppression systems; water service; upgrade existing spaces for fire safety; kitchen and kitchen equipment upgrades, and other necessary repairs, replacements, and upgrades.

(Continued)

BUCKEYE UNION SCHOOL DISTRICT GENERAL OBLIGATION BONDS, MEASURE K (Continued)

- Install, update, replace and/or repair facility systems as required by Americans With Disabilities Act and other current codes and regulations related to safety and/or accessibility, including those of the Division of the State Architect. These systems may include, but not be limited to: handicap accessible ramps and walkways to permanent and portable school buildings; curb ramps; install accessible doors and hardware; install/repair accessible restrooms for both students and staff; install/repair accessible drinking fountains; install/repair site asphalt and/or concrete for safe path of travel, parking, and accessibility.
- Provide new permanent and portable classroom buildings for current and future growth at existing campuses.
- Remove unusable portable classrooms and restore grounds.
- Provide necessary storage facilities at school sites.
- Replace/repair window systems for safety and energy efficiency.
- Replace/repair asphalt paving, including correction of drainage problems. Provide asphalt systems where necessary.
- Replace/provide covered outdoor eating structures to promote a sanitary, healthy, comfortable student experience.
- Remove hazardous building material, including asbestos and lead as required by health and safety standards.
- Replace/repair flooring systems.
- Replace/repair physical education equipment in multi-purpose rooms including basketball hoops; bleacher systems; lockers; and room dividers for safety and to enhance the student experience.

On July 12, 2007, the District issued General Obligation Bonds in the amount of $16,400,000 to fund the modernization of existing schools and construct new schools and classrooms. Repayment of the bonds is made from the ad valorem taxes to be levied annually upon all property subject to taxation by the District. The Bonds mature serially in varying amounts during the succeeding years through 2032, with interest rates varying from 4.00% to 5.00%.

On July 17, 2008, the District issued General Obligation Bonds in the amount of $8,120,000 to fund the modernization of existing schools and construct new schools and classrooms. Repayment of the bonds is made from ad valorem taxes to be levied annually upon all property subject to taxation by the District. The Bonds mature serially in carrying amounts during the succeeding years through 2033, with interest rates varying from 4.50% to 5.00%.

On September 25, 2014, the District received funds for issuance of General Obligation Refunding Bonds in the aggregate principal amount of $25,735,000. The Refunding Bonds are being issued for the purpose of refund General Obligation Bonds, Election 2006 and 2008. The Refunding Bonds will bear an interest rate ranging from 4.00% to 5.00% and mature through 2034.

The financial activity related to the Measure K General Obligation Bonds is recorded within the District's Financial Activity Report for Fund 21 (Building Fund) in the District's audited financial statements for the year ended June 30, 2017.

OBJECTIVES

The objective of our performance audit was to determine that the District expended Measure K General Obligation Bond funds for the year ended June 30, 2017 only for the purposes approved by the voters and only on the specific projects developed by the Board of Trustees, in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)C of Article XIII A of the California Constitution.

SCOPE

The District provided to us a list of all Measure K General Obligation Bond project expenditures for the year ended June 30, 2017 (the "List"). A total of $398,655 in expenditures from July 1, 2016 through June 30, 2017 were identified.

METHODOLOGY

We performed the following procedures to the List of Measure K General Obligation Bond project expenditures for the year ended June 30, 2017:

- Verified the mathematical accuracy of the List.
- Reconciled the list to total bond expenditures as reported by the District in the District's audited financial statements for the year ended June 30, 2017, presented as the Building Fund.
- Selected a sample of 6 expenditures totaling $348,372. The sample was selected to provide a representation across specific construction projects, vendors and expenditure amounts. The sample represented 87% of the total expenditure value. Verified that the funds were generally expended for the construction, renovation, furnishing, and equipping of school facilities constituting authorized bond projects. Verified that no funds were used to pay the salaries of district employees.

CONCLUSION

The results of our procedures indicated that, in all significant respects, Buckeye Union School District expended Measure K General Obligation Bond funds for the year ended June 30, 2017 only for the specific projects developed by the Board of Trustees and approved by the voters, in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIIIA of the California Constitution.

2018 Board Meeting Schedule

~ Board Meetings are *typically* held on the 1st and 3rd Wednesdays of the month ~

Board Meeting Date	Recognition	Notes	Student Representative
January 17, 2018		**2nd Wednesday** Accept Audit	Camerado
February 7, 2018			
February 21, 2018	Oak Meadow		Rolling Hills
March 7, 2018	Valley View		
March 21, 2018	Silva Valley	Second Interim	Camerado
April 18, 2018	Rolling Hills		
May 2, 2018	Brooks		
May 16, 2018	Camerado		Rolling Hills
June 13, 2018		**2nd Wednesday** Public Hearings- LCAP/Budget	
June 27, 2018		**4th Wednesday** Adoptions-LCAP/Budget	
No Meetings in July			
August 15, 2018			
September 5, 2018		Unaudited Actuals	
September 19, 2018			Camerado
October 3, 2018	Blue Oak		
October 17, 2018			Rolling Hills
November 14, 2018	Buckeye		Camerado
December 12, 2018	Transportation	First Interim	Rolling Hills

Interdistrict Attendance Permits

After anticipated enrollment of current residents for the transfer year has been determined, the Superintendent or designee may approve interdistrict attendance permits for the following reasons:

1. To meet the child care needs of a student. Such students may be allowed to continue to attend district schools only as long as they continue to use a child care provider within district boundaries.

2. To meet a child's special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel.

(cf. 6159 - Individualized Education Program)

3. To avoid splitting the family's attendance between two districts when a student has a sibling attending school in the receiving district.

4. To allow a student to complete a school year when his/her parents/guardians have moved out of the district during that year, or when the student will be living outside of the district of residence for one year or less.

5. To allow students to remain with a class graduating that year from an elementary, middle, or senior high school, during that year.

6. When the parent/guardian provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the year in the district.

7. When recommended by the School Attendance Review Board; or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence.

(cf. 5113.1 – Chronic Absence and Truancy)

8. When there is valid interest in a particular educational program not offered in the district of residence.

9. To provide a change in school environment for reasons of personal and social adjustment.

10. When the transfer would be in the best interests of the student and the district as determined by the Superintendent or designee, based on any lawful, non-arbitrary considerations.

If the application is granted, the Superintendent or designee shall issue an interdistrict attendance permit setting forth the terms and conditions of the student's enrollment in the district, including bases for revocation of the permit, as described in this Regulation. Interdistrict attendance permits or applications shall not be required for students enrolling in a regional occupational center or program. (Education Code 52317)

Bases for Denial of Application

In accordance with applicable law, the Superintendent or designee may deny an application for an interdistrict attendance permit on any of the following bases:

1. Capacity Has Been Reached

If capacity has been reached in the relevant grade or program based on the actual enrollment figures of current residents and continuing students for the requested transfer year, or the anticipated enrollment figures available as of April 1, or the date of the application, whichever is later, for transfers to take effect in the next school year.

For all student programs, capacity for interdistrict transfer purposes shall be when the school's enrollment at the relevant grade level reaches eighty percent (90%) of capacity, or when the school's total enrollment reaches eighty percent (80%) of capacity.

For Special Education Classes and Programs:

A Resource Specialist Program (RSP)/Specialized Academic Instruction/Mild to Moderate Needs, will be considered at capacity for Interdistrict Transfer Application purposes either when the case carrier's caseload reaches a student: case carrier ratio of 22:1, or the requested grade is at capacity at the requested school.

A Special Day Class (SDC) Program/Specialized Academic Instruction/Moderate to Intensive Needs, will be considered at capacity for Interdistrict Transfer Application purposes either when enrollment in the program at the requested grade reaches a student: teacher ratio of 10:1, or the requested grade is at capacity at the requested school.

As the District establishes new or different classes or programs for which capacity a capacity limit is not included herein, it may establish appropriate capacity, for Interdistrict Transfer Application purposes, for any such class or program.

Capacity limits are intended to allow space for new resident growth. These capacity limits are intended to allow space for District residents who enroll during the summer or enroll in the program(s) during the school year.

If the number of pending Applications exceeds capacity in a grade or program, the order of consideration will be as follows:

- First priority consideration will be given to Applications for students who have one or more siblings currently enrolled in the district.

- Second priority will be given to Applications for students who have been enrolled in the district in the school year immediately preceding the requested year of transfer.

After applying the priorities set forth above, in the event of a tie, a lottery will be held to determine the relative priority of the Applications. Upon reaching capacity in a particular grade or program, the Superintendent or designee shall send to the parents/guardians a Notice of Decision denying their Application and advising that their student's name will be placed on a waiting list unless the parents/guardians request otherwise.

2. The District does not have an appropriate educational program to meet the student's needs.

3. Unsatisfactory Attendance

The student's school records for the preceding 12-month period reflect unsatisfactory attendance, which may include, but is not limited to, a total of three (3) or more unexcused absences and/or unexcused tardy arrivals, or a total attendance rate of less than ninety percent (90%).

4. Unsatisfactory Academic Performance

The student's school records for the preceding 12-month period reflect unsatisfactory academic performance, which may include, but is not limited to, grades that do not "meet standards" in the majority of student's subject areas/courses of study; unexcused, inconsistent completion of homework; regularly coming to class unprepared without an excusable reason; etc.

5. Unsatisfactory Behavior

The student's school records in the preceding 12-month period reflect unsatisfactory behavior which may include, but is not limited to, a history of disciplinary referral(s), detention(s), suspension(s), recommendation(s) for expulsion, or expulsion(s).

6**.** The Application is incomplete or contains information that is false or misleading.

7. The governing boards of the district and the student's district of residence have not entered into an interdistrict attendance agreement. (Education Code 46600)

8. The denial would be in the best interests of the District as determined by the Superintendent or designee based on any lawful, non-arbitrary considerations.

If an Application is denied by the Superintendent or designee, the parents/guardians of the student may appeal to the County Board of Education within 30 days. Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or decisions while expulsion proceedings are pending, or during the term of the expulsion. (Education Code 46601)

(cf. 5119 - Students Expelled from Other Districts) (cf. 5144.1 - Suspension and Expulsion/Due Process) (cf. 5145.6 - Parental Notifications)

Bases for Revocation/Termination of Interdistrict Attendance Permit

Every interdistrict attendance permit shall stipulate the terms and conditions under which the permit may be revoked. (Education Code 46600)

An interdistrict attendance permit may be revoked by the Superintendent or designee for any of the following reasons:

1. Unsatisfactory academic performance (as defined above under Bases for Denial) at the district.

2. Unsatisfactory attendance (as defined above under Bases for Denial) at the district.

3. Providing incomplete, false or misleading information on the Application.

4. Repeated disruptive or otherwise unsatisfactory conduct in violation of Education Code sections 48900 et seq.

5. Suspension from the district as authorized by Education Code sections 48900 et seq.

6. Recommendation for expulsion or expulsion from the district as authorized by Education Code sections 48900 et seq.

7. Any other lawful, non-arbitrary basis for the district to conclude it would be in the best interest of the student, the student's school, or the district for the interdistrict attendance permit to be revoked.

If an interdistrict attendance permit is revoked by the Superintendent or designee, the parent/guardian of the student may appeal to the Superintendent for further consideration. An appeal must be submitted in writing to the Superintendent and received in the District Office on or before the fifth calendar day following the date of the Notice of Revocation, excluding Saturdays, Sundays and days when the District Office is closed, or the right to appeal shall be deemed waived.

Application Procedures and Timeline

An interdistrict attendance enrollment period will be held during February -April for the subsequent school year. During this period, a student may apply to attend a school in the district, pursuant to the procedures in this section.

1. All applications for interdistrict attendance permits must be approved by the student's district of residence prior to submission to the district.

2. Parents/Guardians should submit applications for interdistrict attendance permits to the District Office between February 5 and April 15 of the school year preceding the requested year of enrollment. Applications submitted outside of these dates may be denied.

3. No later than thirty (30) calendar days after receipt of a completed application for interdistrict attendance permit, the Superintendent or designee shall provide written notification by mail to applicants as to whether their applications have been approved, denied, or placed on a waiting list. If the application is denied, the reasons for the denial shall be stated.

4. Approved applicants must confirm their enrollment within ten (10) school days of receipt of the notification letter by bringing the notification letter to the school at which the student will be transferring and completing the registration process. Failure to complete the registration process at the school at which the student will be transferring by the end of the regular school year will cause the student's space to be relinquished.

5. Once enrolled in a school through an interdistrict attendance permit, a student shall not be required to reapply for readmission on a yearly basis. Parents/guardians shall be required to apply for a new interdistrict attendance permit if the parents/guardians wish to enroll the student at a school in the district other than that school in which he/she is enrolled. Parents/guardians wishing to enroll a student in a different district school must follow the same procedures and timelines outlined above for new requests. Prior approval of an application does not guarantee approval of any subsequent request.

6. The District reserves the right to change the school of enrollment of a child enrolled through an interdistrict attendance permit between school years in order to make space in a school or program for a student who is a resident of the district.

Transportation

The district shall not provide transportation outside the school's attendance area.